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ABSTRACT

This document represents a complete compilation of instruments used by the University of Georgia Project R.O.M.E. (Results Oriented Management in Education) staff to field test the Georgia Principal Assessment System in order to validate high priority principal competencies and performance indicators during the 1974-75 project year. The seven sections are "The My School Inventory and Principal Performance Description Survey--Student Form ('How Often' and 'How Well') Administered to Elementary Students," "The Learning Environment Inventory and Principal Performance Description Survey--Student Form ('How Ofter' and 'How Well') Administered to Secondary Students," "The School Survey and Principal Performance Description Survey--Teacher Form (Frequency and Effectiveness Scales) Administered to Elementary and Secondary Teachers," "The Principal Performance Description Survey--External Observer Form Administered to All Elementary and Secondary Principals," "The Principal Performance Description Survey--Principal Form (Frequency and Effectiveness Scales) Administered to All Elementary and Secondary Principals," "The Principal Performance Description Survey--Central Office Form" and "The Principal Effectiveness Rating Scale Form for Superintendents." (Author/IRT)

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Project R.O.M.E.

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Instrument Appendix to Accompany

FINAL REPORT

The Verification and Validation of Principal Competencies and Performance Indicators
Assessment Design—Procedures--Instrumentation—Field Test Results

Georgia State Department of Education/Thomas County, Georgia
College of Education, University of Georgia

1974-1975

EA 008 346

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RESULTS ORIENTED MANAGEMENT IN EDUCATION

Project R.O.M.E.

The Verification and Validation of Principal Competencies and Performance Indicators

Assessment Design--Procedures--Instrumentation--Field Test Results

VOLUME III - INSTRUMENT APPENDIX

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PREFACE

This document represents a complete compilation of instruments used by the University of Georgia Project R.O.M.E. (Results Oriented Management in Education) staff to field test the Georgia Principal Assessment System in order to validate high priority principal competencies and performance indicators during the 1974 - 1975 project year. This document supplements the main project report, the Verification and Validation of Principal Competencies and Performance Indicators, Assessment Design--Procedures--Instrumentation--Field Test Results, which describes the development and selection of the instruments compiled here. The complete project report comprises three volumes. The first volume contains a description of research and development activities related to the following products: 1) the generation of performance indicators of public school principal competencies; 2) a report of a statewide survey utilizing practicing school principal judgments to develop a set of high-priority competency indicators; and 3) a report of the results of field testing the Georgia Principal Assessment System to validate high-priority administrator competencies and performance indicators against meaningful school outcome measures. The second volume contains data appendices to accompany the final report (Volume I).

APPENDIX A

The My School Inventory and PPDS - Student Form Items ("How Often" and "How Well") Administered To Elementary Students

Student Background Information

Name of School_____

Sex Male ☐

Female ☐

Age_____

Grade_____

Do you like school? ☐ yes

☐ no

School_____

MY SCHOOL

SEX_____MALE_____FEMALE
(Check one)

DIRECTIONS

This is not a test. The questions inside are to find out what your school is like. Please answer all the questions.

Each sentence is meant to describe your school. If you agree with the sentence circle yes. If you don't agree with the sentence, circle no.

EXAMPLE

	Circle Your Answer	
1. Most children in the school are good friends.	Yes	No

If you think that most children in the school are good friends, circle the yes like this:

1. Most children in the school are good friends.	(Yes)	No

If you do not think that most children in the school are good friends, circle the no like this:

1. Most children in the school are good friends.	Yes	(No)

Now turn the page and answer all the questions about your school.

		Circle Your Answer	
1.	The pupils enjoy their school work in my school.	Yes	No
2.	Children are always fighting with each other.	Yes	No
3.	The same people always do the best work in my school.	Yes	No
4.	In my school the work is hard to do.	Yes	No
5.	My best friends are in my school.	Yes	No
6.	Some of the children in my school are mean.	Yes	No
7.	Most pupils are pleased with my school.	Yes	No
8.	Children often race to see who can finish first.	Yes	No
9.	Many children in my school play together after school.	Yes	No
10.	Most children can do their schoolwork without help.	Yes	No
11.	Some pupils don't like my school.	Yes	No
12.	Most children want their work to be better than their friend's work.	Yes	No
13.	Many children in my school like to fight.	Yes	No
14.	Only the smart people can do the work in my school.	Yes	No
15.	In my school everybody is my friend.	Yes	No

		Circle Your Answer	
16.	Most of the children in my school enjoy school.	Yes	No
17.	Some pupils don't like other pupils.	Yes	No
18.	Some pupils feel bad when they do not do as well as others.	Yes	No
19.	In my school I like to work with others.	Yes	No
20.	In my school all the pupils know how to do their schoolwork.	Yes	No.
21.	Most children say my school is fun.	Yes	No
22.	Some people in my school are not my friends.	Yes	No
23.	Children have secrets with other children in my school.	Yes	No
24.	Children often find their work hard.	Yes	No
25.	Most children don't care who finishes first.	Yes	No
26.	Some children don't like other children.	Yes	No
27.	Some pupils are not happy in my school.	Yes	No
28.	All of the children know each other well.	Yes	No
29.	Only the smart pupils can do their work.	Yes	No
30.	Some pupils always try to do their work better than the others.	Yes	No

		Circle Your Answer	
31.	Children seem to like my school.	Yes	No
32.	Certain pupils always want to have their own way.	Yes	No
33.	All pupils in my school are close friends.	Yes	No
34.	Many pupils in my school say that school is easy.	Yes	No
35.	In my school some pupils always want to do best.	Yes	No
36.	Some of the pupils don't like my school.	Yes	No
37.	Children in my school fight a lot.	Yes	No
38.	All of the pupils in my school like one another.	Yes	No
39.	Some pupils always do better than the rest of the pupils in in my school.	Yes	No
40.	Schoolwork is hard to do.	Yes	No
41.	Certain pupils don't like what other pupils do.	Yes	No
42.	A few children in my school want to be first all of the time.	Yes	No
43.	My school is fun.	Yes	No
44.	Most of the pupils in my school know how to do their work.	Yes	No
45.	Children in my school like each other as friends.	Yes	No

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never	Sometimes	Almost Always
1. My principal talks with me about things I like to do.	1	2	3

	Almost Never	Sometimes	Almost Always
2. My principal meets with parents and children to plan what we learn in school.	1	2	3

	Almost Never	Sometimes	Almost Always
3. My principal talks with children about why they misbehave.	1	2	3

	Almost Never	Sometimes	Almost Always
4. My principal talks with children about what will happen if they misbehave.	1	2	3

	Almost Never	Sometimes	Almost Always
5. My principal talks with children during lunch and free time.	1	2	3

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never	Sometimes	Almost Always
6. My principal treats children alike when they break rules.	1	2	3

	Almost Never	Sometimes	Almost Always
7. My principal tells us how important it is to come to school every day.	1	2	3

	Almost Never	Sometimes	Almost Always
8. My principal is easy to see when I want to talk to him about something important.	1	2	3

	Almost Never	Sometimes	Almost Always
9. My principal gives us rules on how to behave in school.	1	2	3

	Almost Never	Sometimes	Almost Always
10. My principal talks with my class when my class misbehaves.	1	2	3

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never	Sometimes	Almost Always
11. My principal helps the teachers watch over us at school activities.	1	2	3

	Almost Never	Sometimes	Almost Always
12. My principal goes to school activities.	1	2	3

	Almost Never	Sometimes	Almost Always
13. My principal helps children when they misbehave.	1	2	3

	Almost Never	Sometimes	Almost Always
14. When children misbehave my principal talks with them, their parents and teachers.	1	2	3

HOW WELL MY PRINCIPAL DOES THINGS

	Not Too Well	Well	Very Well
1. When my principal talks with me about things I like to do, he does it	1	2	3
2. My principal meets with parents and children to plan what we learn in school. He does this	1	2	3
3. My principal talks with children about why they misbehave. He does it	1	2	3
4. When my principal talks with children about what will happen if they misbehave, he does it	1	2	3
5. When my principal talks with children during lunch and free time, he does it	1	2	3

HOW WELL MY PRINCIPAL DOES THINGS

	Not Too Well	Well	Very Well
6. When children break rules, my principal treats them alike. He does this	1	2	3
7. When my principal tells us how important it is to attend school every day, he does this	1	2	3
8. When I want to see my principal to talk about things that are important to me, he takes care of doing it	1	2	3
9. When my principal gives us rules on how to behave in school, he does it	1	2	3
10. When my class misbehaves, my principal talks with them. He does it	1	2	3

HOW WELL MY PRINCIPAL DOES THINGS

	Not Too Well	Well	Very Well
11. When my principal helps the teachers watch over us at school activities, he does it	1	2	3

	Not Too Well	Well	Very Well
12. When my principal goes to school activities, he does it	1	2	3

	Not Too Well	Well	Very Well
13. My principal helps children who misbehave. He does this	1	2	3

	Not Too Well	Well	Very Well
14. When children misbehave, my principal talks with them and their parents and teachers. He does this	1	2	3

APPENDIX B

The Learning Environment Inventory and Principal Performance Description Survey - Student Form ("How Often" and "How Well") Administered to Secondary Students

Student Background Information

Name of School _____

Sex Male ☐

Female ☐

Age _____

Grade _____

Do you like school? ☐ yes

☐ no

School_____

Grade_____

Sex_____Male_____Female
(Check one)

LEARNING ENVIRONMENT INVENTORY

DIRECTIONS

The purpose of the questions in this booklet is to find out what your school is like. This is not a "test." You are asked to give your honest, frank opinions about the classes which you are now attending.

In answering each question go through the following steps:

1. Read the statement carefully.

2. Think about how well the statement describes your classes (the ones you are in now).

3. Record your answer to each of the questions by circling the number which most clearly describes your agreement or disagreement with each statement. Please answer every question.

4. Circle one number only for each statement according to the following instructions:

   If you strongly disagree with the statement, blacken space 1.
   If you disagree with the statement, blacken space 2.
   If you agree with the statement, blacken space 3.
   If you strongly agree with the statement, blacken space 4.

5. You will have approximately 40 minutes to complete the 105 questions in the booklet. Please be certain to circle only one number for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Members of the classes do favors for one another.	1	2	3	4
2. The books and equipment students need or want are easily available to them in the classrooms.	1	2	3	4
3. There are long periods during which my classes do nothing.	1	2	3	4
4. My classes have students with many different interests.	1	2	3	4
5. Certain students work only with their close friends.	1	2	3	4
6. The students enjoy their class work.	1	2	3	4
7. Students who break the rules are penalized.	1	2	3	4
8. There is constant bickering among class members.	1	2	3	4
9. The better students' questions are more sympathetically answered than those of the average students.	1	2	3	4
10. My classes know exactly what they have to get done.	1	2	3	4
11. Interests vary greatly within my classes.	1	2	3	4
12. A good collection of books and magazines is available in my classrooms for students to use.	1	2	3	4
13. The work in my classes is difficult.	1	2	3	4
14. All the students in my classes enjoy the same privileges.	1	2	3	4
15. Most students want their work to be better than their friends' work.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
16.	My classes have rules to guide their activities.	1	2	3	4
17.	Personal dissatisfaction with my classes is too small to be a problem.	1	2	3	4
18.	A student has the chance to get to know all other students in my classes.	1	2	3	4
19.	The work of my classes is frequently interrupted when some students have nothing to do.	1	2	3	4
20.	Students cooperate equally with all class members.	1	2	3	4
21.	Many students are dissatisfied with much that my classes do.	1	2	3	4
22.	The better students are granted special privileges.	1	2	3	4
23.	The objectives of my classes are not clearly recognized.	1	2	3	4
24.	Only the good students are given special projects.	1	2	3	4
25.	Class decisions tend to be made by all the students.	1	2	3	4
26.	The students would be proud to show their classrooms to a visitor.	1	2	3	4
27.	The pace of my classes is rushed.	1	2	3	4
28.	Some students refuse to mix with the rest of their classes.	1	2	3	4
29.	Decisions affecting my classes tend to be made democratically.	1	2	3	4
30.	Certain students have no respect for other students.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
31. Some groups of students work together regardless of what the others in the classes are doing.	1	2	3	4
32. Members of my classes are personal friends.	1	2	3	4
33. My classes are well organized.	1	2	3	4
34. Some students are interested in completely different things than other students.	1	2	3	4
35. Certain students have more influence on my classes than others.	1	2	3	4
36. My classrooms are bright and comfortable.	1	2	3	4
37. Class members tend to pursue different kinds of problems.	1	2	3	4
38. There is considerable dissatisfaction with the work of my classes.	1	2	3	4
39. Failure of my classes would mean little to individual members.	1	2	3	4
40. The classes are disorganized.	1	2	3	4
41. Students compete to see who can do the best work.	1	2	3	4
42. Certain students impose their wishes on the whole class.	1	2	3	4
43. A few of the class members always try to do better than the others.	1	2	3	4
44. There are tensions among certain groups of students that tend to interfere with class activities.	1	2	3	4
45. My classes are well-organized and efficient.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
46.	Students are constantly challenged.	1	2	3	4
47.	Students feel left out unless they compete with their classmates.	1	2	3	4
48.	Students are asked to follow strict rules.	1	2	3	4
49.	My classes are controlled by actions of a few members who are favored.	1	2	3	4
50.	Students don't care about the future of the class as a group.	1	2	3	4
51.	Each member of my classes has as much influence as any other member.	1	2	3	4
52.	The members look forward to coming to class meetings.	1	2	3	4
53.	The subject studied requires no particular aptitude on the part of the students.	1	2	3	4
54.	Members of my classes don't care what the class does.	1	2	3	4
55.	There are displays around my classrooms.	1	2	3	4
56.	All students know each other very well.	1	2	3	4
57.	My classrooms are too crowded.	1	2	3	4
58.	Students are not in close enough contact to develop likes or dislikes for one another.	1	2	3	4
59.	My classes are rather informal and few rules are imposed.	1	2	3	4
60.	Students have little idea of what my classes are attempting to accomplish.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
61.	There is a recognized right and wrong way of going about class activities.	1	2	3	4
62.	What my classes do is determined by all the students.	1	2	3	4
63.	After my classes, the students have a sense of satisfaction.	1	2	3	4
64.	Most students cooperate rather than compete with one another.	1	2	3	4
65.	The objectives of my classes are specific.	1	2	3	4
66.	Students in my classes tend to find the work hard to do.	1	2	3	4
67.	Each student knows the goals of the courses.	1	2	3	4
68.	All classroom procedures are well-established.	1	2	3	4
69.	Certain students in my classes are responsible for petty quarrels.	1	2	3	4
70.	Many class members are confused by what goes on in my classes.	1	2	3	4
71.	My classes are made up of individuals who do not know each other well.	1	2	3	4
72.	My classes divide their efforts among several purposes.	1	2	3	4
73.	My classes have plenty of time to cover the prescribed amount of work.	1	2	3	4
74.	Students who have past histories of being discipline problems are discriminated against.	1	2	3	4
75.	Students do not have to hurry to finish their work.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
76.	Certain groups of friends tend to sit together.	1	2	3	4
77.	There is much competition in my classes.	1	2	3	4
78.	The subject presentations in my classes are elementary for many students.	1	2	3	4
79.	Students are well-satisfied with the work of my classes.	1	2	3	4
80.	A few members of my classes have much greater influence than the other members.	1	2	3	4
81.	There is a set of rules for the students to follow.	1	2	3	4
82.	Certain students don't like other students.	1	2	3	4
83.	My classes realize exactly how much work they have to do.	1	2	3	4
84.	Students share a common concern for the success of my classes.	1	2	3	4
85.	There is little time for day-dreaming.	1	2	3	4
86.	My classes are working toward many different goals.	1	2	3	4
87.	My class members feel rushed to finish their work.	1	2	3	4
88.	Certain students are considered uncooperative.	1	2	3	4
89.	Most students sincerely want my classes to be a success.	1	2	3	4
90.	There is enough room for both individual and group work.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
91.	Each student knows the other members of my classes by their first names.	1	2	3	4
92.	Failure of my classes would mean nothing to most members.	1	2	3	4
93.	My classes have difficulty keeping up with their assigned work.	1	2	3	4
94.	There is a great deal of confusion during class meetings.	1	2	3	4
95.	Different students vary a great deal regarding which aspects of my classes they are interested in.	1	2	3	4
96.	Each student in my classes has a clear idea of the class goals.	1	2	3	4
97.	Most students cooperate equally with other class members.	1	2	3	4
98.	Certain students are favored more than the rest.	1	2	3	4
99.	Students have a great concern for the progress of my classes.	1	2	3	4
100.	Certain students stick together in small groups.	1	2	3	4
101.	Most students consider the subject-matter easy.	1	2	3	4
102.	The course materials are covered quickly.	1	2	3	4
103.	There is an undercurrent of feeling among students that tends to pull my classes apart.	1	2	3	4
104.	Many students in the school would have difficulty doing the advanced work of my classes.	1	2	3	4
105.	Students seldom compete with one another.	1	2	3	4

HOW OFTEN MY PRINCIPAL DOES THINGS

Some of the jobs which principals perform while they are at school are listed below. Read each sentence to yourself and think about how often your principal does this job in your school. After you read each sentence, circle one of the numbers by the sentence that best says how often you feel your principal does this job.

If you think your principal does the first thing almost always, circle a "4". If he does it less than that, circle one of the other numbers. For example, if he does it almost never, circle a "1".

Remember, read each sentence and circle only one number. Think about how often the principal does each thing, not about how good he is at doing it.

Please do not begin until you are told to do so.

	Almost Never			Almost Always
1. My principal talks with me about things I like to do.	1	2	3	4
2. My principal meets with parents and children to plan what we learn in school.	1	2	3	4
3. My principal talks with children about why they misbehave.	1	2	3	4
4. My principal talks with children about what will happen if they misbehave.	1	2	3	4
5. My principal talks with children during lunch and free time.	1	2	3	4

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never			Almost Always
6. My principal treats children alike when they break rules.	1	2	3	4
7. My principal tells us how important it is to come to school every day.	1	2	3	4
8. My principal is easy to see when I want to talk to him about something important.	1	2	3	4
9. My principal gives us rules on how to behave in school.	1	2	3	4
10. My principal talks with my class when my class misbehaves.	1	2	3	4
11. My principal helps the teachers watch over us at school activities.	1	2	3	4
12. My principal goes to school activities.	1	2	3	4

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never			Almost Always
13. My principal helps children when they misbehave.	1	2	3	4

	Almost Never			Almost Always
14. When children misbehave my principal talks with them, their parents and teachers.	1	2	3	4

HOW WELL MY PRINCIPAL DOES THINGS

Now read each of the following statements and think about how well your principal does the job described. Circle one of the numbers by the sentence that best says how well you feel your principal does this job.

If you think your principal does the first thing very well, circle a "4". If he does it not so well, circle one of the other numbers. For example, if he does it not too well, circle a "1". Remember, read each sentence, and circle only one number. Think about how well the principal does each thing, not how often he does it.

Please do not begin until you are told to do so.

	Not Too Well			Very Well
1. When my principal talks with me about things I like to do, he does it	1	2	3	4
2. My principal meets with parents and children to plan what we learn in school. He does this	1	2	3	4
3. My principal talks with children about why they misbehave. He does it	1	2	3	4
4. When my principal talks with children about what will happen if they misbehave, he does it	1	2	3	4
5. When my principal talks with children during lunch and free time, he does it	1	2	3	4

How Well My Principal Does Things

	Not Too Well			Very Well
6. When children break rules, my principal treats them alike. He does this	1	2	3	4

	Not Too Well			Very Well
7. When my principal tells us how important it is to attend school every day, he does this	1	2	3	4

	Not Too Well			Very Well
8. When I want to see my principal to talk about things that are important to me, he takes care of doing it	1	2	3	4

	Not Too Well			Very Well
9. When my principal gives us rules on how to behave in school, he does it	1	2	3	4

	Not Too Well			Very Well
10. When my class misbehaves my principal talks with them, he does it	1	2	3	4

	Not Too Well			Very Well
11. When my principal helps the teachers watch over us at school activities, he does it	1	2	3	4

How Well My Principal Does Things

	Not Too Well			Very Well
12. When my principal goes to school activities, he does it	1	2	3	4

	Not Too Well			Very Well
13. My principal helps children who misbehave. He does this	1	2	3	4

	Not Too Well			Very Well
14. When children misbehave, my principal talks with them and their parents and teachers. He does this	1	2	3	4

APPENDIX C

The School Survey and

Principal Performance Description Survey - Teacher Form

(Frequency and Effectiveness Scales) Administered

to Elementary and Secondary Teachers

TEACHER BACKGROUND INFORMATION

Name of School _____

Sex M ☐
F ☐

Age _____

Years of Teaching Experience _____

Grade Primarily Taught _____

Level of School Taught:
1. Elementary ☐
2. Middle ☐
3. Secondary ☐

Major Subject Matter Area taught (Check one only):

1. Music and/or Art ☐
2. English and/or Foreign Language ☐
3. Social Studies ☐
4. Mathematics ☐
5. Science ☐
6. Physical Education ☐
7. Other
(Please specify) _____

SCHOOL SURVEY

INSTRUCTIONS. This inventory contains 118 statements covering your opinions and attitudes about your work. Read each one carefully, and decide how you feel about it. You will agree with some statements and disagree with others. You may be undecided about some. To help you express your opinion, three possible responses are given beside each statement. All you have to do is choose the response that most nearly reflects your opinion, and mark an "X" in the box under it. Use a pencil, and if you make an error or wish to change your answer, simply make an erasure and then mark an "X" in the proper box.

WORK RAPIDLY, BUT ANSWER ALL STATEMENTS. Do not spend too much time on any one statement. Some of the statements may not be worded exactly the way you would like them to be. However answer them as best you can. Be sure to respond to every statement. Mark only one box for each statement. If you cannot really decide about a statement, mark the "?" box and go on to the next statement. This is not a test; there are no "right" or "wrong" answers.

	Agree	?	Disagree
1. People in the community this school serves are "education-oriented".	☐	☐	☐
2. Too many teachers in this school seem to be more concerned with their own personal interests than with the overall welfare of the school.	☐	☐	☐
3. My work in this school district provides me with ample opportunity for personal growth and development	☐	☐	☐
4. I have plenty of opportunity to express my ideas about salary matters in this district.	☐	☐	☐
5. This school assumes too many educational responsibilities that properly belong in the home or to other community agencies	☐	☐	☐
6. It seems to me that the school board should reconsider the amount of authority it has delegated to the superintendent	☐	☐	☐

Go on to next page.

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		Agree	?	Disagree
7.	Insofar as they affect me, decisions made by the superintendent are fair and equitable	☐	☐	☐
8.	I am asked to read too many communications from higher-ups in this school district.	☐	☐	☐
9.	Our library services for students are very satisfactory.	☐	☐	☐
10.	The work of staff specialists in this school (subject area consultants, physical education, music, art, foreign language teachers, etc.) is well coordinated with the work of the classroom teachers.	☐	☐	☐
11.	I am asked by administrators and supervisors to spend too much time in school or district-wide professional meetings.	☐	☐	☐
12.	Our salary schedule fails to compensate us sufficiently for years of service	☐	☐	☐
13.	My principal backs me up in my dealings with parents.	☐	☐	☐
14.	Physical facilities for our personal use (lounge, washroom, etc.) need to be greatly improved.	☐	☐	☐

		Agree	?	Disagree
15.	The salary schedule here gives me little incentive to seek advanced training	☐	☐	☐
16.	From all I can gather, people who get promotions in this school district deserve them.	☐	☐	☐
17.	Certain community pressure groups exert too much influence on the professional work of this school	☐	☐	☐
18.	The quality of supplementary materials for student use in this school needs to be greatly improved.	☐	☐	☐
19.	The school board seems more concerned about keeping costs down than about building an effective school program.	☐	☐	☐
20.	I feel our salary schedule adequately rewards outstanding work.	☐	☐	☐

Go on to next page.

		Agree	?	Disagree
21.	I think my performance is evaluated fairly by those who are assigned to appraise my work.	☐	☐	☐
22.	In this school, the assistance provided me in matters of curriculum and methods is clearly effective	☐	☐	☐
23.	The instructional materials provided for me in my work are very satisfactory	☐	☐	☐
24.	A student in this school sometimes has to do without needed supplementary materials.	☐	☐	☐
25.	Little effort is made in this school to evaluate the effectiveness of the instructional program	☐	☐	☐
26.	The school library and/or reference materials available to students are adequate to meet instructional needs	☐	☐	☐
27.	I think the school board does all it can to help build an effective educational program	☐	☐	☐
28.	My principal seldom tries to get my ideas about things.	☐	☐	☐
29.	The policy for student promotion and retention in this school is sound	☐	☐	☐
30.	The textbooks my students are assigned are irrelevant, inaccurate, and/or out-of-date.	☐	☐	☐

		Agree	?	Disagree
31.	As far as I'm concerned, extracurricular duties (sponsoring student clubs, school activities, etc.) are distributed fairly in this school.	☐	☐	☐
32.	Most of the students I work with have been assigned to the grade level that is best for them . .	☐	☐	☐
33.	I would prefer a different work assignment (grade level or subject matter) from the one I have now.	☐	☐	☐
34.	In general, I approve of the educational policies of the school board.	☐	☐	☐
35.	It is easy and convenient in this school to get teaching aids and equipment to use in the classroom.	☐	☐	☐

Go on to next page.

		Agree	?	Disagree
36.	It seems to me that the school board fails to concern itself with some really important educational matters	☐	☐	☐
37.	The procedures used in this school for judging my work performance are helpful to me in improving my work	☐	☐	☐
38.	Employee benefits in this district (sick leave, educational leave, personal leave, etc.) fail to fit our needs	☐	☐	☐
39.	Almost all students in this school seem well prepared for advancement to the next higher grade level	☐	☐	☐
40.	In general, the parents of the students in this school are interested in helping us educate their children.	☐	☐	☐
41.	I'm rarely told whether or not I'm doing good work.	☐	☐	☐
42.	There is an adequate program of student-teacher consultation in this school after each reporting period.	☐	☐	☐
43.	I am seldom encouraged by administrators or supervisors to attend outside professional conferences and workshops	☐	☐	☐

		Agree	?	Disagree
44.	I fail to understand how my work performance is appraised and evaluated in this school	☐	☐	☐
45.	I have sufficient supplies for my work.	☐	☐	☐
46.	I have adequate opportunity to express my viewpoints about the philosophy and goals of this school.	☐	☐	☐
47.	The parents of students exert too great an influence on education matters in this school	☐	☐	☐
48.	Our system for reporting student progress to parents needs considerable improvement.	☐	☐	☐
49.	We are permitted to discuss controversial matters with students as long as we remain objective and factual	☐	☐	☐

Go on to next page.

		Agree	?	Disagree
50.	The superintendent seems to be willing to give careful consideration to the ideas and suggestions of teachers in this school.	☐	☐	☐
51.	My principal keeps me well informed about matters affecting my work	☐	☐	☐
52.	This school lacks an "atmosphere of learning"	☐	☐	☐
53.	My salary is sufficient to give me a reasonable amount of security	☐	☐	☐
54.	The specialized programs in this school (music, art, drama, physical education, etc.) need to be greatly improved	☐	☐	☐
55.	My principal seems to have sufficient influence with the superintendent in deciding what we do and how we do it in our school.	☐	☐	☐
56.	Relations between the parents of students and the staff of this school need to be improved.	☐	☐	☐
57.	The superintendent seems to have an effective working relationship with the school board.	☐	☐	☐
58.	Effective remedial help is available to any of my students who are failing in school	☐	☐	☐
59.	Teachers should have a greater voice in selecting student textbooks and reference materials in this school.	☐	☐	☐

		Agree	?	Disagree
60.	There is a spirit of willingness to experiment with new curriculum ideas in this school.	☐	☐	☐
61.	I seldom get the help I need in handling difficult discipline cases.			
62.	The school board seems to recognize the professional character of our work in the schools.	☐	☐	☐
63.	The emphasis on academic subjects in this school sometimes operates to the detriment of students who will not be pursuing academic programs later.	☐	☐	☐
64.	The number of students I have to work with makes it difficult for me to do a good job.	☐	☐	☐

		Agree	?	Disagree
65.	The school board seems to be interested in obtaining our ideas and suggestions	☐	☐	☐
66.	I am required to do too much administrative paper work (attendance reports, tardy slips, statistical reports, etc.).	☐	☐	☐
67.	For my level of professional competence, I am adequately rewarded financially	☐	☐	☐
68.	The superintendent seems to lack interest in the personal welfare of the staff of this school.	☐	☐	☐
69.	Most of the time it's safe to say what you think around here	☐	☐	☐
70.	In my opinion, the school board seems to be divided on too many issues.	☐	☐	☐
71.	In working with my students, I have adequate opportunity to allow for their individual differences	☐	☐	☐
72.	We lack satisfactory procedures in this school for evaluating student progress	☐	☐	☐
73.	Administrative matters seem to get more attention in this school than the educational program	☐	☐	☐
74.	There is adequate space and equipment for carrying out my work--including desk space, drawers, bookshelves, and the like.	☐	☐	☐

		Agree	?	Disagree
75.	I am required to perform too many non-professional duties in this school (yard, hall, stair, lunchroom, and study hall duties)	☐	☐	☐
76.	People in this school cooperate well.	☐	☐	☐
77.	The students I work with seem to need an unusual amount of discipline.	☐	☐	☐
78.	My principal fails to "go to bat" for us with his superiors.	☐	☐	☐

Go on to next page.

		Agree	?	Disagree
79.	The buildings and grounds where I work are kept as clean and attractive as possible.	☐	☐	☐
80.	In my opinion, our specialized services (EMH, speech therapy, guidance counseling, social work, etc.) fail to meet the needs of our students.	☐	☐	☐
81.	Generally speaking, I feel I could do far better work with students different from those usually assigned to me.	☐	☐	☐
82.	Our practices for marking and reporting student progress are satisfactory	☐	☐	☐
83.	My principal seldom shows initiative in seeking ways to help us in our work	☐	☐	☐
84.	There are many cliques or groups in this school that create an unfriendly atmosphere.	☐	☐	☐
85.	Interruptions (messages, monitors, intercom bulletins) are kept to a minimum in this school	☐	☐	☐

		Agree	?	Disagree
86.	Adequate facilities are available for my use during off-periods for grading papers, meeting with students and parents, and the like	☐	☐	☐
87.	The superintendent usually tries to take action on the complaints of staff members in this school	☐	☐	☐
88.	The poor work performance of some people on this school staff makes it difficult for us to achieve adequate instructional goals.	☐	☐	☐
89.	My principal is fair in his dealings with me	☐	☐	☐
90.	The general physical condition of my classrooms (lighting, temperature, ventilation, etc.) hampers me in doing a good job.	☐	☐	☐
91.	A few of the people in this school think they run the place	☐	☐	☐
92.	I receive sufficient clerical assistance to do my job effectively.	☐	☐	☐

Go on to next page.

		Agree	?	Disagree
93.	There is little opportunity for me to take part in the development of the curriculum of this school	☐	☐	☐
94.	This school system fails to provide adequately for the needs of exceptional students (slow learners, gifted students, the handicapped).	☐	☐	☐
95.	My professional work load is fair and reasonable	☐	☐	☐
96.	Too many students in this school seem to be more interested in getting grades than in learning	☐	☐	☐
97.	The classrooms, offices, and other work areas in this school need considerable improvement.	☐	☐	☐
98.	Most of the professional meetings I am required to attend in this school district are worthwhile	☐	☐	☐
99.	There seems to be too much friction between administrators in this district.	☐	☐	☐

		Agree	?	Disagree
100.	Too often we are asked to work on committees whose efforts and reports are subsequently ignored.	☐	☐	☐
101.	This school district lags behind other districts of comparable size and financial resources in introducing up-to-date materials and equipment. . .	☐	☐	☐
102.	The layout of this school is inconvenient for the staff.	☐	☐	☐
103.	Even when you take into account differences in student ability, other schools in this locality seem to be ahead of this one in educational effectiveness.	☐	☐	☐
104.	My recommendations about promoting and retaining students are usually followed.	☐	☐	☐
105.	I feel our school system is one big reason why people choose to live in this community.	☐	☐	☐

Go on to next page.

		Agree	?	Disagree
106.	My principal seems to take suggestions for improvement as a personal criticism.	☐	☐	☐
107.	We are seldom informed about what the top administrators in this district are thinking	☐	☐	☐
108.	I would rate this school system as one of the best for those who want to work in education	☐	☐	☐
109.	This school district's in-service educational program helps me improve my professional skills	☐	☐	☐
110.	Educational jobs in this school district seem to be graded fairly with respect to salary	☐	☐	☐
111.	In my opinion, adequate educational standards are being upheld in this school.	☐	☐	☐
112.	I'm essentially in agreement with the school's student retention policy	☐	☐	☐

		Agree	?	Disagree
113.	My principal has an unrealistic view of what goes on in my work situation	☐	☐	☐
114.	Teachers and other professional personnel in this school freely share ideas and materials	☐	☐	☐
115.	Compared with other school systems in this state, our salary scale in this district is okay	☐	☐	☐
116.	My students show normal consideration, courtesy and respect.	☐	☐	☐
117.	Student absences are excessive in this school.	☐	☐	☐
118.	I would definitely recommend this school to prospective teachers as a good place to work	☐	☐	☐

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY - TEACHER FORM

A list of principal tasks is given below. Two scales are presented for you to use in making judgments about the frequency and effectiveness of your principal's performance of each task. For the principal identified at the top of the page, please read each statement and circle the appropriate number on the scales provided.

The effectiveness scale is to be used only if the frequency rating for a statement is greater than "1". For example, if you circle a "1" on the frequency scale corresponding to NEVER, leave the effectiveness scale blank and proceed to the next statement.

If you judge a task as irrelevant for your principal, make no ratings on either scale for that task.

Please rate each statement independently; e.g., think about your principal's functioning on each individual item.

Thank you for your cooperation!

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	1. Provides each teacher with a curriculum guide.		1	2	3	4	5
1	2	3	4	5	2. Schedules teacher meetings by grade level or department to discuss instructional practices.		1	2	3	4	5
1	2	3	4	5	3. Develops a system in which teachers work cooperatively in implementing instructional objectives.		1	2	3	4	5
1	2	3	4	5	4. Discusses importance of confidentiality of student records with staff.		1	2	3	4	5
1	2	3	4	5	5. Communicates to staff the importance of their participation in school policy decision-making.		1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	6. Meets with teachers periodically to discuss individual children.		1	2	3	4	5
1	2	3	4	5	7. Discusses system policies and decisions with individual staff members.		1	2	3	4	5
1	2	3	4	5	8. Discusses instructional objectives with individual teachers.		1	2	3	4	5
1	2	3	4	5	9. Attends scheduled inter- and intra-school activities.		1	2	3	4	5
1	2	3	4	5	10. Discusses with teachers the necessity of being "objective" in using permanent records.		1	2	3	4	5
1	2	3	4	5	11. Distributes permanent folders to teachers at beginning of year.		1	2	3	4	5
1	2	3	4	5	12. Discusses with teachers the importance of keeping records up-to-date and complete.		1	2	3	4	5
1	2	3	4	5	13. Distributes policy statement to teachers about the keeping of permanent records.		1	2	3	4	5
1	2	3	4	5	14. Discusses responsibility for collecting student information with staff.		1	2	3	4	5
1	2	3	4	5	15. Participates in professional improvement activities with teachers.		1	2	3	4	5
1	2	3	4	5	16. Discusses duties and responsibilities with staff prior to assignment.		1	2	3	4	5
1	2	3	4	5	17. Evaluates instructional climate by observing in the classroom.		1	2	3	4	5
1	2	3	4	5	18. Explains to teachers the importance of membership in professional organizations and continued professional growth.		1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN						VERY EFFECTIVE
1	2	3	4	5	19.	Informs staff members of assigned authority via memo, newsletter, letter, or other written communication.	1	2	3	4	5
1	2	3	4	5	20.	Conducts needs assessment of professional educational staff.	1	2	3	4	5
1	2	3	4	5	21.	Periodically meets with staff to discuss and evaluate assignments.	1	2	3	4	5
1	2	3	4	5	22.	Delegates authority for classroom operation to teacher according to system policies.	1	2	3	4	5
1	2	3	4	5	23.	Assigns available specialists to work with staff at in-service training sessions.	1	2	3	4	5
1	2	3	4	5	24.	Encourages teacher feedback on school operations in faculty/department/grade level meetings.	1	2	3	4	5
1	2	3	4	5	25.	Distributes written copies of school board policies to all school personnel.	1	2	3	4	5
1	2	3	4	5	26.	Discusses school board policies with staff at faculty meetings.	1	2	3	4	5
1	2	3	4	5	27.	Posts copy of school board policies on teachers' bulletin board.	1	2	3	4	5
1	2	3	4	5	28.	Requires teachers to prioritize their materials and equipment needs.	1	2	3	4	5
1	2	3	4	5	29.	Formulates grading practices with teachers.	1	2	3	4	5
1	2	3	4	5	30.	Schedules released time for teachers to plan for and revise courses during regular school day.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	31.	Informs teachers of instructional materials budget.	1	2	3	4	5
1	2	3	4	5	32.	Discusses with teachers school policies related to the maintenance of student cumulative records.	1	2	3	4	5
1	2	3	4	5	33.	Provides supervisory assistance for school activities.	1	2	3	4	5
1	2	3	4	5	34.	Identifies and defines school problems by meeting with staff.	1	2	3	4	5
1	2	3	4	5	35.	Collects suggestions from staff regarding needed physical facilities improvement.	1	2	3	4	5
1	2	3	4	5	36.	Collects suggestions from staff as to most effective methods for implementing board of education recommendations.	1	2	3	4	5
1	2	3	4	5	37.	Requests that all teachers report major rule infractions to the principal.	1	2	3	4	5
1	2	3	4	5	38.	Encourages teachers to inform parents about school programs and activities through students.	1	2	3	4	5
1	2	3	4	5	39.	Encourages teachers to consider individual differences when evaluating student progress.	1	2	3	4	5
1	2	3	4	5	40.	Discusses educational program changes with teachers.	1	2	3	4	5
1	2	3	4	5	41.	Discusses minimally acceptable academic performance standards with teachers.	1	2	3	4	5
1	2	3	4	5	42.	Encourages teachers to work together in modifying curriculum.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN						VERY EFFECTIVE
1	2	3	4	5	43.	Discusses with teachers those instructional skills for which they are to be held accountable.	1	2	3	4	5
1	2	3	4	5	44.	Discusses evaluations with individual staff members.	1	2	3	4	5
1	2	3	4	5	45.	Discusses board of education recommendations with staff.	1	2	3	4	5
1	2	3	4	5	46.	Discusses system goals with staff.	1	2	3	4	5
1	2	3	4	5	47.	Encourages teachers to try new and innovative teaching methods in helping the consistently failing.	1	2	3	4	5
1	2	3	4	5	48.	Discusses problems of specific consistently failing students with teachers.	1	2	3	4	5
1	2	3	4	5	49.	Periodically discusses classroom goals with teachers.	1	2	3	4	5
1	2	3	4	5	50.	Discusses results of school testing program with teachers.	1	2	3	4	5
1	2	3	4	5	51.	Provides variety of instructional programs to meet individual learner needs.	1	2	3	4	5
1	2	3	4	5	52.	Works with a curriculum committee to establish goals.	1	2	3	4	5
1	2	3	4	5	53.	Appoints faculty committee to review curriculum content and organization and recommend needed changes.	1	2	3	4	5
1	2	3	4	5	54.	Collects suggestions concerning student performance criteria from teaching staff.	1	2	3	4	5
1	2	3	4	5	55.	Discusses problems in evaluating classroom instructional climate with teachers.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	56.	Observes teachers in classroom in order to identify instructional problem solving skills needing improvement.	1	2	3	4	5
1	2	3	4	5	57.	Requests recommendations from departments concerning the master schedule.	1	2	3	4	5
1	2	3	4	5	58.	Orients staff to the need to take into account individual student differences.	1	2	3	4	5
1	2	3	4	5	59.	Discusses with faculty the design and use of instruments used to evaluate instructional program.	1	2	3	4	5
1	2	3	4	5	60.	Discusses student performance criteria with teachers at grade level and/or departmental meetings.	1	2	3	4	5
1	2	3	4	5	61.	Attends PTO-PTA meetings.	1	2	3	4	5
1	2	3	4	5	62.	Discusses with teachers which procedures for evaluating both short and long range instructional objectives are to be employed.	1	2	3	4	5
1	2	3	4	5	63.	Periodically observes teacher-student classroom interaction.	1	2	3	4	5
1	2	3	4	5	64.	Requests teachers to identify students in need of special diagnostic testing.	1	2	3	4	5
1	2	3	4	5	65.	Provides leadership staff with a written description of their responsibilities and duties.	1	2	3	4	5
1	2	3	4	5	66.	Discusses system-wide goals with staff.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN						VERY EFFECTIVE
1	2	3	4	5	67.	Discusses job responsibilities with staff.	1	2	3	4	5
1	2	3	4	5	68.	Discusses the services provided by subject matter specialists with teachers.	1	2	3	4	5
1	2	3	4	5	69.	Discusses with teachers policies for keeping permanent records.	1	2	3	4	5
1	2	3	4	5	70.	Makes school behavioral guidelines available to students and teachers.	1	2	3	4	5
1	2	3	4	5	71.	Discusses classroom behavior problems with teachers and students.	1	2	3	4	5
1	2	3	4	5	72.	Discusses pupil personnel problems with teachers.	1	2	3	4	5
1	2	3	4	5	73.	Discusses with teachers information to be included in student cumulative records.	1	2	3	4	5
1	2	3	4	5	74.	Encourages teachers to generate new curriculum ideas.	1	2	3	4	5
1	2	3	4	5	75.	Discusses results of classroom observations with individual teachers.	1	2	3	4	5
1	2	3	4	5	76.	Encourages teachers to use in-class methods to highlight student achievements.	1	2	3	4	5
1	2	3	4	5	77.	Provides staff with written information concerning salary schedules.	1	2	3	4	5
1	2	3	4	5	78.	Communicates results of staff evaluation to staff members.	1	2	3	4	5
1	2	3	4	5	79.	Explains professional benefits accruing to members of professional organizations during faculty meetings, e.g., legal protection, special insurance plans, etc.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	80.	Collects suggestions from staff for designing system-wide goals.	1	2	3	4	5
1	2	3	4	5	81.	Schedules staff meetings to discuss curriculum content areas where modification is needed.	1	2	3	4	5
1	2	3	4	5	82.	Arranges for parent-student-teacher conferences when necessary to discuss inappropriate student behavior.	1	2	3	4	5
1	2	3	4	5	83.	Periodically collects instructional materials and equipment needs from staff.	1	2	3	4	5
1	2	3	4	5	84.	Periodically collects data on staffing needs from staff.	1	2	3	4	5
1	2	3	4	5	85.	Organizes faculty committees to evaluate curriculum content.	1	2	3	4	5
1	2	3	4	5	86.	Explains budget guidelines to staff responsible for directing various school activities.	1	2	3	4	5
1	2	3	4	5	87.	Discusses legal requirements affecting budget expenditures with staff.	1	2	3	4	5
1	2	3	4	5	88.	Monitors the use of school funds by various school clubs and organizations.	1	2	3	4	5
1	2	3	4	5	89.	Informs staff in writing of procedures to be followed in requisitioning instructional materials and equipment.	1	2	3	4	5
1	2	3	4	5	90.	Discusses results of instructional materials needs survey with teachers.	1	2	3	4	5
1	2	3	4	5	91.	Discusses information to be entered on student records with staff.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task							EFFECTIVENESS With Which Principal Performs Task				
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	92.	Discusses student information priorities with staff.	1	2	3	4	5
1	2	3	4	5	93.	Delegates authority for obtaining new student records to appropriate staff members.	1	2	3	4	5
1	2	3	4	5	94.	Discusses disciplinary responsibilities with individual teachers.	1	2	3	4	5
1	2	3	4	5	95.	Discusses with teachers the importance of being consistent in disciplinary actions taken.	1	2	3	4	5
1	2	3	4	5	96.	Appoints teachers to serve on curriculum committee.	1	2	3	4	5
1	2	3	4	5	97.	Provides each teacher with a copy of system-wide and school policy handbooks.	1	2	3	4	5
1	2	3	4	5	98.	Collects information from teachers on whether they can correctly interpret data in student cumulative records.	1	2	3	4	5
1	2	3	4	5	99.	Discusses with teachers information to be entered in permanent records.	1	2	3	4	5
1	2	3	4	5	100.	Makes records available to teachers.	1	2	3	4	5
1	2	3	4	5	101.	Discusses with teachers the importance of "confidentiality" of records.	1	2	3	4	5
1	2	3	4	5	102.	Encourages staff to join and participate in professional organizations.	1	2	3	4	5
1	2	3	4	5	103.	Discusses with teachers characteristics of environment conducive to learning.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	104.	Discusses curriculum content and organization with staff.	1	2	3	4	5
1	2	3	4	5	105.	Discusses system policies and priorities with staff.	1	2	3	4	5
1	2	3	4	5	106.	Makes himself available for conferences to staff members with decision-making authority.	1	2	3	4	5
1	2	3	4	5	107.	Appoints subject matter area committee to formulate goals and objectives consistent with school district goals.	1	2	3	4	5
1	2	3	4	5	108.	Supervises teachers in the classroom.	1	2	3	4	5
1	2	3	4	5	109.	Discusses program evaluation methods with faculty.	1	2	3	4	5
1	2	3	4	5	110.	Visits classrooms to observe classroom learning environments.	1	2	3	4	5
1	2	3	4	5	111.	Provides necessary teaching aids.	1	2	3	4	5
1	2	3	4	5	112.	Informs teachers of available instructional resources.	1	2	3	4	5
1	2	3	4	5	113.	Collects information concerning teaching practices by observing teachers in the classroom.	1	2	3	4	5
1	2	3	4	5	114.	Publicly recognizes and commends teachers for professional activities and accomplishments.	1	2	3	4	5
1	2	3	4	5	115.	Informs teachers about various state, local, and national professional organizations.	1	2	3	4	5
1	2	3	4	5	116.	Encourages teachers to plan individual instruction program.	1	2	3	4	5
1	2	3	4	5	117	Discusses test results with teachers.	1	2	3	4	5

APPENDIX D

The Principal Performance Description Survey - External Observer Form Administered to Elementary and Secondary Principals

EXTERNAL OBSERVATION INVENTORY

Student Cumulative Records

ITEM #

1. Obtains student folder for each new student from former school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

2. Maintains a cumulative folder for each student.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

3. Maintains confidential records of test results.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

4. Determines guidelines for inclusions of information in student records using established system policies.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

5. Devises guidelines for the inclusion of information in cumulative records.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

EXTERNAL OBSERVATION INVENTORY

Student Cumulative Records

ITEM #

6. Decides appropriate information to be included in student cumulative records.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

7. Maintains a system for continuous recording of achievement test data, grades, and other evaluation information.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

8. Evaluates appropriateness of student cumulative record information based on needs of pupil personnel staff.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

9. Evaluates student cumulative records periodically to determine accuracy and completeness.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

10. Maintains a secure place for storage of cumulative records.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

Student Cumulative Records

ITEM #

11. Designs an easily accessible student information system.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

12. Devises a policy concerning access to student information.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

EXTERNAL OBSERVATION INVENTORY

Discipline

ITEM #

1. Prioritizes student discipline problems in need of solution.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

2. Obtains information from a variety of sources when analyzing particular discipline problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

3. Designs specific strategies for handling frequently occuring discipline problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

4. Maintains written records of all disciplinary actions taken.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

5. Evaluates the effectiveness of disciplinary actions taken.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Curriculum

ITEM #

1. Designs curriculum organization for the optimal utilization of staff.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

2. Designs curriculum objectives incorporating boards of education recommendations.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

3. Reviews community background, present programs, and current course offerings to determine need for new curricula.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

4. Designs curriculum based on results of needs assessment.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

5. Determines which educational programs need revision based on parent, teacher, and student input.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Curriculum

ITEM #

6. Determines curriculum areas needing modification.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

7. Selects instructional materials based on individual student needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

8. Determines desirable curriculum changes based on classroom observation information, teacher discussions, etc.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

9. Conducts a follow-up study to determine the extent to which school curricula have met student needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

10. Assesses extent to which curriculum content is perceived as being relevant by students, teachers, and business and community members.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal Input	P	Pd.

ITEM #

11. Reviews student test data to determine need for new curriculum.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

12. Plans a system for evaluating student progress toward instructional objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

13. Plans an instructional evaluation system.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

14. Surveys current usage of instructional materials in schools.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

15. Evaluates currently used instructional materials.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

Curriculum

ITEM #

16. Selects most appropriate methods for evaluating instructional program and teaching effectiveness.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

17. Decides what methods are to be used in evaluating progress toward instructional objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

18. Arranges for classroom visitation by subject matter specialists to observe classroom practices and make recommendations to teachers.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

19. Plans in-service training to help teachers develop skills necessary for solving instructional problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

20. Selects most appropriate procedures for assessing teaching method effectiveness.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Curriculum

ITEM #

21. Plans individual teacher conferences to discuss their instructional effectiveness.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

22. Plans in-service meetings for teachers to familiarize them with services offered by subject matter specialists.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

23. Evaluates attainment of in-service training objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

24. Assesses teacher-implemented instructional evaluation programs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

25. Judges which teachers need help in designing better classroom environments.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Curriculum

ITEM #

26. Selects methods for assisting teachers in developing more effective practices.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

27. Collects data on staff and curriculum organization needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

28. Evaluates the effectiveness of both subjective and objective grading procedures.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

EXTERNAL OBSERVATION INVENTORY

Student Needs/Assessment

ITEM #

1. Assesses degree to which students feel comfortable in informal interaction with principal.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

2. Selects appropriate methods to encourage informal principal-pupil interaction.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

3. Conducts students needs assessment.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

4. Conducts a needs assessment to identify existing school problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

5. Identifies the needs of consistently failing students by conducting a needs assessment.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Student Needs/Assessment

ITEM #

6. Plans system for assessing special needs of school children.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

7. Evaluates student needs based on formal and informal teacher observations.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

8. Determines most important student outcomes to be evaluated.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

9. Periodically evaluates student achievement using standardized tests.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

10. Plans a program to evaluate student abilities.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

EXTERNAL OBSERVATION INVENTORY

Student Needs/Assessment

ITEM #

11. Selects diagnostic procedures to aid in the identification of student needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

12. Conducts vision and hearing screening tests.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

13. Evaluates alternative plans for meeting the needs of consistently failing students.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

14. Evaluates degree to which currently used tests are measuring school objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

15. Assesses strengths and weaknesses of various evaluation techniques, procedures, and instruments currently being used in school.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

16. Devises procedures for teachers to report student personnel problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

School-Community

ITEM #

1. Plans system for principal=aprent conferences to discuss student progress and/or problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

2. Plans system for parent-teacher conferences to discuss student progress and/or problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

3. Selects appropriate procedures for informing staff, parents, and students of evaluation policies.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

4. Disseminates information about the school, its students, and programs through school newsletter.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

5. Organizes progrmas to involve parents in school activities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

6. Selects most appropriate methods for disseminating occupational/educational information.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Miscellaneous

ITEM #

1. Selects an accounting system consistent with State Department of Education requirements.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

2. Evaluates accuracy of financial reports being maintained in school according to legal guidelines.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

3. Assesses current school program in light of board of education recommendations.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

4. Selects staff members to assume authority for implementing system goals.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

5. Selects most qualified employees from those available.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

6. Determines school programs needing modification in order to be compatible with system-wide goals.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

System Goals and Policies

ITEM #

1. Obtains information regarding current system priorities and policies.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

2. Obtains copy of system wide goals from central office.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

3. Collects school-personnel policy statements issued by school boards.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

4. Writes set of school policy statements and develops handbook.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

5. Designs a system for communicating school board policies to staff.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

System Goals and Policies

ITEM #

6. Chooses appropriate methods for informing teachers of student rights and responsibilities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

7. Assesses staffs' understanding of system policies and priorities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

8. Assesses the extent to which staff are adhering to current school board policies.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

9. Evaluates effects of staff participation in formulating school operation policies.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

10. Determines which system-wide educational goals are most relevant for his particular school.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

EXTERNAL OBSERVATION INVENTORY

System Goals and Policies

ITEM #

11. Evaluates existing program goals to determine if they are compatible with system goals.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

12. Determines which school problems are related to long range system plans.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

EXTERNAL OBSERVATION INVENTORY

Financial Information

ITEM #

1. Projects budget for student activities for the entire school year.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

2. Plans budget on the basis of projected support needed for various school activities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

3. Plans a system for insuring that allocated monies for student activities are spent according to guidelines.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

4. Distributes available monies to student activities on the basis of need for financial support.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

5. Plans for purchase and/or renovation of instructional materials and equipment within budgetary limits.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Financial Information

ITEM #

6. Plans for instructional materials and equipment purchases on a rotating basis for each academic area.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

7. Prioritizes instructional materials purchases.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

8. Seeks outside funds (e.g., from PTA, Federal sources, etc.) to supplement instructional materials and equipment budget.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

9. Maintains accurate records of all instructional materials purchased.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

10. Obtains written receipts for all school funds received and dispersed.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

EXTERNAL OBSERVATION INVENTORY

Financial Information

ITEM #

11. Collects financial information daily.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

12. Plans system for collecting and recording financial data used to develop budget.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

13. Plans system for collecting data needed to make financial reports.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

14. Plans system for collecting and recording fiscal audit information required by superintendent.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

15. Maintains up-to-date comprehensive fiscal records.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

Financial Information

ITEM #

16. Maintains up-to-date financial data file for all governmental reports.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

17. Maintains daily financial records.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

18. Maintains complete and accurate records of appropriated funds and expenditures.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

19. Maintains up-to-date file of purchase invoices.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

20. Periodically assesses accuracy of financial records maintained for use in governmental reports.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Financial Information

ITEM #

21. Evaluates accuracy of financial data.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

22. Identifies current budgetary limits for purchasing instructional materials.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

23. Implements purchase requests within limits imposed by line-items in authorized budget.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

24. Matches allocation of school funds to needs assessment data.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

25. Decides which areas of the budget require increased funding for next year.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Financial Information

ITEM #

26. Compares prepared budgetary allocations for school activities with funds appropriated in current fiscal budget.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

27. Determines allocation of funds based on school program area needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

28. Determines guidelines for school purchases.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

29. Evaluates budgetary requirements relative to school needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

30. Countersigns all checks drawn on the school account.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Financial Information

ITEM #

31. Selects most appropriate individual to assume authority for maintenance of financial records.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

32. Prioritizes school plant needs in accordance with budget guidelines.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

33. Secures copy of legal guidelines for financial reporting.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

34. Prioritizes staffing needs relative to available financial resources.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	___	___	___	___

Principal _____

School _____

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY - PRINCIPAL FORM

A list of principal tasks is given below. Two scales are presently for you to use is making judgments about the frequency and effectiveness of your performance of each task. Please read each statement and circle the appropriate number on the scales provided.

The effectiveness scale is to be used only if the frequency rating for a statement is greater than "1". For example, if you circle a "1" on the frequency scale corresponding to NEVER, leave the effectiveness scale blank and proceed to the next statement.

If you judge a task as irrelevant for yourself, make no ratings on either scale for that task. Please rate each statement independently; e.g., think about your functioning on each individual item. Thank you for your cooperation!

FREQUENCY (NEVER … VERY OFTEN)		EFFECTIVENESS (INEFFECTIVE … VERY EFFECTIVE)
1 2 3 4 5	1. Provides variety of instructional materials to meet individual student needs.	1 2 3 4 5
1 2 3 4 5	2. Selects instructional materials based on individual student needs.	1 2 3 4 5
1 2 3 4 5	3. Conducts student needs assessment.	1 2 3 4 5
1 2 3 4 5	4. Plans class schedules to meet individual student needs.	1 2 3 4 5
1 2 3 4 5	5. Orients staff to the need to take into account individual student differences.	1 2 3 4 5
1 2 3 4 5	6. Evaluates student needs based on formal and informal teacher observations.	1 2 3 4 5
1 2 3 4 5	7. Conducts vision and hearing tests.	1 2 3 4 5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	8.	Plans a program to evaluate student abilities.	1	2	3	4	5
1	2	3	4	5	9.	Evaluates the effectiveness of both subjective and objective grading procedures.	1	2	3	4	5
1	2	3	4	5	10.	Discusses student performance criteria with teachers at grade level and/or departmental meetings.	1	2	3	4	5
1	2	3	4	5	11.	Determines most important student outcomes to be evaluated.	1	2	3	4	5
1	2	3	4	5	12.	Formulates grading practices with teachers.	1	2	3	4	5
1	2	3	4	5	13.	Collects suggestions concerning student performance criteria from teaching staff.	1	2	3	4	5
1	2	3	4	5	14.	Encourages teachers to consider individual differences when evaluating student progress.	1	2	3	4	5
1	2	3	4	5	15.	Discusses minimally acceptable academic performance standards with teachers.	1	2	3	4	5
1	2	3	4	5	16.	Provides staff with written information concerning salary schedules.	1	2	3	4	5
1	2	3	4	5	17.	Seeks clarification from central office concerning salary schedules.	1	2	3	4	5
1	2	3	4	5	18.	Designs internal bookkeeping system with appropriate personnel.	1	2	3	4	5
1	2	3	4	5	19.	Evaluates financial reports made by accounting personnel.	1	2	3	4	5
1	2	3	4	5	20.	Encourages teachers to use in-class methods to highlight student achievements.	1	2	3	4	5
1	2	3	4	5	21.	Informs central office in writing of instructional materials and equipment needs.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	22.	Requires teachers to prioritize their materials and equipment needs.	1	2	3	4	5
1	2	3	4	5	23.	Prioritizes instructional materials purchases.	1	2	3	4	5
1	2	3	4	5	24.	Evaluates currently used instructional materials.	1	2	3	4	5
1	2	3	4	5	25.	Periodically collects instructional materials and equipment needs from staff.	1	2	3	4	5
1	2	3	4	5	26.	Discusses results of instructional materials needs survey with teachers.	1	2	3	4	5
1	2	3	4	5	27.	Seeks outside funds (e.g., from PTA, Federal sources, etc.) to supplement instructional materials and equipment budget.	1	2	3	4	5
1	2	3	4	5	28.	Identifies current budgetary limits for purchasing instructional materials.	1	2	3	4	5
1	2	3	4	5	29.	Plans for purchase and/or renovation of instructional materials and equipment within budgetary limits.	1	2	3	4	5
1	2	3	4	5	30.	Determines guidelines for school purchases.	1	2	3	4	5
1	2	3	4	5	31.	Informs staff in writing of procedures to be followed in requisitioning instructional materials and equipment.	1	2	3	4	5
1	2	3	4	5	32.	Informs teachers of instructional materials budget.	1	2	3	4	5
1	2	3	4	5	33.	Follows requisitioning procedures specified by central office.	1	2	3	4	5
1	2	3	4	5	34.	Maintains accurate records of all instructional materials purchased.	1	2	3	4	5
1	2	3	4	5	35.	Discusses instructional objectives with individual teachers.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	36.	Provides necessary teaching aids.	1	2	3	4	5
1	2	3	4	5	37.	Selects appropriate methods for assisting teachers in developing more effective practices for attaining instructional objectives.	1	2	3	4	5
1	2	3	4	5	38.	Collects information concerning teaching practices by observing teaching in the classroom.	1	2	3	4	5
1	2	3	4	5	39.	Informs teachers of available instructional resources.	1	2	3	4	5
1	2	3	4	5	40.	Provides each teacher with a curriculum guide.	1	2	3	4	5
1	2	3	4	5	41.	Supervises teachers in the classroom.	1	2	3	4	5
1	2	3	4	5	42.	Schedules teacher meetings by grade level or department to discuss instructional practices.	1	2	3	4	5
1	2	3	4	5	43.	Develops a system in which teachers work cooperatively in implementing instructional objectives.	1	2	3	4	5
1	2	3	4	5	44.	Obtains clarification of legal mandates from central office.	1	2	3	4	5
1	2	3	4	5	45.	Informs parents of discipline problems when warranted.	1	2	3	4	5
1	2	3	4	5	46.	Discusses classroom behavior problems with teachers and students.	1	2	3	4	5
1	2	3	4	5	47.	Maintains consistency when administering consequences for misbehavior.	1	2	3	4	5
1	2	3	4	5	48.	Obtains information from a variety of sources when analyzing particular discipline problems.	1	2	3	4	5
1	2	3	4	5	49.	Prioritizes student discipline problems in need of solution.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	50.	Designs specific strategies for handling frequently occurring discipline problems.	1	2	3	4	5
1	2	3	4	5	51.	Discusses consequences of misbehavior with problem students.	1	2	3	4	5
1	2	3	4	5	52.	Discusses with teachers the importance of being consistent in disciplinary actions taken.	1	2	3	4	5
1	2	3	4	5	53.	Requests that all teachers report major rule infractions to the front office.	1	2	3	4	5
1	2	3	4	5	54.	Works with problem children in designing behavior change and/or prevention strategies.	1	2	3	4	5
1	2	3	4	5	55.	Arranges for parent-student-teacher conferences when necessary to discuss inappropriate student behavior.	1	2	3	4	5
1	2	3	4	5	56.	Discusses discipline problems with misbehaving students.	1	2	3	4	5
1	2	3	4	5	57.	Makes school behavioral guidelines available to students and teachers.	1	2	3	4	5
1	2	3	4	5	58.	Evaluates the effectiveness of disciplinary actions taken.	1	2	3	4	5
1	2	3	4	5	59.	Maintains written records of all disciplinary actions taken.	1	2	3	4	5
1	2	3	4	5	60.	Discusses disciplinary responsibilities with individual teachers.	1	2	3	4	5
1	2	3	4	5	61.	Countersigns all checks drawn on the school accounts.	1	2	3	4	5
1	2	3	4	5	62.	Selects most appropriate individual to assume authority for maintenance of financial records.	1	2	3	4	5
1	2	3	4	5	63.	Reports required fiscal audit information to superintendent.	1	2	3	4	5
1	2	3	4	5	64.	Collects fiscal information required by superintendent.	1	2	3	4	5

FREQUENCY (NEVER … VERY OFTEN)							EFFECTIVENESS (INEFFECTIVE … VERY EFFECTIVE)				
1	2	3	4	5	65.	Plans system for collecting and recording fiscal audit information required by superintendent.	1	2	3	4	5
1	2	3	4	5	66.	Periodically assesses accuracy of fiscal data being collected and recorded.	1	2	3	4	5
1	2	3	4	5	67.	Maintains up-to-date comprehensive fiscal records.	1	2	3	4	5
1	2	3	4	5	68.	Submits quarterly financial reports to central office.	1	2	3	4	5
1	2	3	4	5	69.	Requires annual financial audit of school records.	1	2	3	4	5
1	2	3	4	5	70.	Disseminates information about the school, its students, and programs through school newsletter.	1	2	3	4	5
1	2	3	4	5	71.	Plans system for principal-parent conferences to discuss student progress and/or problems.	1	2	3	4	5
1	2	3	4	5	72.	Actively participates in PTO and other school/community organizations.	1	2	3	4	5
1	2	3	4	5	73.	Plans system for parent-teacher conferences to discuss student progress and/or problems.	1	2	3	4	5
1	2	3	4	5	74.	Encourages teachers to inform parents about school programs and activities through students.	1	2	3	4	5
1	2	3	4	5	75.	Maintains "open house" school policy concerning parents visiting the school.	1	2	3	4	5
1	2	3	4	5	76.	Encourages teachers to plan individualized instructional programs.	1	2	3	4	5
1	2	3	4	5	77.	Provides a variety of instructional programs to meet individual learner needs.	1	2	3	4	5
1	2	3	4	5	78.	Selects diagnostic procedures to aid in the identification of student needs.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	79.	Designs curriculum based on the results of needs assessment.	1	2	3	4	5
1	2	3	4	5	80.	Conducts a follow-up study to determine the extent to which school curricula have met student needs.	1	2	3	4	5
1	2	3	4	5	81.	Determines desirable curriculum changes based on classroom observation, teacher discussion, etc.	1	2	3	4	5
1	2	3	4	5	82.	Encourages teachers to generate new curriculum ideas.	1	2	3	4	5
1	2	3	4	5	83.	Collects school-personnel policy statements issued by school board.	1	2	3	4	5
1	2	3	4	5	84.	Designs a system for communicating school board policies to staff.	1	2	3	4	5
1	2	3	4	5	85.	Determines most appropriate methods for communicating school board policies to staff.	1	2	3	4	5
1	2	3	4	5	86.	Posts copy of school board policies on teachers' bulletin board.	1	2	3	4	5
1	2	3	4	5	87.	Distributes written copies of school board policies to all school personnel.	1	2	3	4	5
1	2	3	4	5	88.	Discusses school board policies with staff at faculty meetings.	1	2	3	4	5
1	2	3	4	5	89.	Assesses the extent to which staff are adhering to current school board policies.	1	2	3	4	5
1	2	3	4	5	90.	Periodically meets with staff to discuss and evaluate assignments.	1	2	3	4	5
1	2	3	4	5	91.	Discusses duties and responsibilities with staff prior to assignment.	1	2	3	4	5
1	2	3	4	5	92.	Matches personnel with list of task responsibilities.	1	2	3	4	5
1	2	3	4	5	93.	Delegates authority for classroom operation to teacher according to system policies.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	94.	Selects personnel for specific job functions on the basis of staff abilities and skills and requirements of tasks to be assigned.	1	2	3	4	5
1	2	3	4	5	95.	Makes himself available for conferences to staff members with decision-making authority.	1	2	3	4	5
1	2	3	4	5	96.	Delegates authority for lunch room operation to lunch room manager according to system policies.	1	2	3	4	5
1	2	3	4	5	97.	Informs staff members of assigned authority via memo, newsletter, letter, or other written communication.	1	2	3	4	5
1	2	3	4	5	98.	Delegates authority for operation of library to librarian.	1	2	3	4	5
1	2	3	4	5	99.	Discusses problems of specific consistently failing students with teachers.	1	2	3	4	5
1	2	3	4	5	100.	Identifies the needs of consistently failing students by conducting a needs assessment.	1	2	3	4	5
1	2	3	4	5	101.	Encourages teachers to try new and innovative teaching methods in helping the consistently failing student.	1	2	3	4	5
1	2	3	4	5	102.	Evaluates alternative plans for meeting the needs of consistently failing students.	1	2	3	4	5
1	2	3	4	5	103.	Prioritizes staffing needs relative to available financial resources.	1	2	3	4	5
1	2	3	4	5	104.	Periodically collects data on staffing needs from staff.	1	2	3	4	5
1	2	3	4	5	105.	Projects staffing needs based on current attendance and enrollment data.	1	2	3	4	5
1	2	3	4	5	106.	Submits written report on staffing needs to superintendent together with supporting documentation.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	107.	Periodically evaluates staffing needs based on projected enrollment.	1	2	3	4	5
1	2	3	4	5	108.	Develops staffing plan based on projected needs and financial resources.	1	2	3	4	5
1	2	3	4	5	109.	Uses student pre-registration data to project enrollments for use in specifying staffing needs.	1	2	3	4	5
1	2	3	4	5	110.	Confers with superintendent about projected staffing needs.	1	2	3	4	5
1	2	3	4	5	111.	Evaluates accuracy of financial reports being maintained in school according to legal guidelines.	1	2	3	4	5
1	2	3	4	5	112.	Maintains up-to-date and accurate accounting records.	1	2	3	4	5
1	2	3	4	5	113.	Submits quarterly reports as required by central office.	1	2	3	4	5
1	2	3	4	5	114.	Plans system for collecting data needed to make financial reports.	1	2	3	4	5
1	2	3	4	5	115.	Secures copy of legal guidelines for financial reporting.	1	2	3	4	5
1	2	3	4	5	116.	Explains to teachers the importance of membership in professional organizations and continued professional growth.	1	2	3	4	5
1	2	3	4	5	117.	Encourages staff to join, and participate, in professional organizations.	1	2	3	4	5
1	2	3	4	5	118.	Explains professional benefits accruing to members of professional organizations during faculty meetings, e.g., legal protection, special insurance plans, etc.	1	2	3	4	5
1	2	3	4	5	119.	Participates in professional improvement activities with teachers.	1	2	3	4	5
1	2	3	4	5	120.	Informs teachers about the various state, local, and national professional organizations.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	121.	Publicly recognizes and commends teachers for professional activities and accomplishments.	1	2	3	4	5
1	2	3	4	5	122.	Decides which areas of the budget require increased funding for next year.	1	2	3	4	5
1	2	3	4	5	123.	Implements purchase requests within limits imposed by line-items in authorized budget.	1	2	3	4	5
1	2	3	4	5	124.	Encourages teacher feedback on school operations in faculty/department/grade level meetings.	1	2	3	4	5
1	2	3	4	5	125.	Discusses with faculty the design and use of instruments used to evaluate instructional program.	1	2	3	4	5
1	2	3	4	5	126.	Assesses teacher-implemented instructional evaluation programs.	1	2	3	4	5
1	2	3	4	5	127.	Discusses with teachers those instructional skills for which they are to be held accountable.	1	2	3	4	5
1	2	3	4	5	128.	Discusses program evaluation methods with faculty.	1	2	3	4	5
1	2	3	4	5	129.	Selects most appropriate methods for evaluating instructional program and teaching effectiveness.	1	2	3	4	5
1	2	3	4	5	130.	Plans an instructional evaluation system.	1	2	3	4	5
1	2	3	4	5	131.	Devises procedures for teachers to report student personnel problems.	1	2	3	4	5
1	2	3	4	5	132.	Discusses pupil personnel problems with teachers.	1	2	3	4	5
1	2	3	4	5	133.	Evaluates effects of staff participation in formulating school operation policies.	1	2	3	4	5
1	2	3	4	5	134.	Communicates to staff the importance of their participation in school policy decision-making.	1	2	3	4	5

FREQUENCY (NEVER … VERY OFTEN)						EFFECTIVENESS (INEFFECTIVE … VERY EFFECTIVE)				
					135. Writes set of school policy statements and develops handbook.	1	2	3	4	5
					136. Distributes available monies to student activities on the basis of need for financial support.	1	2	3	4	5
					137. Plans budget on the basis of projected support needed for various school activities.	1	2	3	4	5
					138. Monitors the use of school funds by various school clubs and organizations.	1	2	3	4	5
					139. Plans a system for ensuring that allocated monies for student activities are spent according to guidelines.	1	2	3	4	5
					140. Projects budget for student activities for the entire school year.	1	2	3	4	5
					141. Explains budget guidelines to staff responsible for directing various school activities.	1	2	3	4	5
					142. Compares prepared budgetary allocation for school activities with funds appropriated in current fiscal budget.	1	2	3	4	5
					143. Collects information on budgetary guidelines from central office.	1	2	3	4	5
					144. Appoints teachers to serve on curriculum committee.	1	2	3	4	5
					145. Works with curriculum committee to establish goals.	1	2	3	4	5
					146. Surveys current usage of instructional materials in schools.					
					147. Evaluates effectiveness of instructional materials currently being used in school.	1	2	3	4	5

FREQUENCY								EFFECTIVENESS				
NEVER				VERY OFTEN				INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	148.	Requests superintendent to visit school to inspect physical facilities.		1	2	3	4	5
1	2	3	4	5	149.	Collects suggestions from staff regarding needed physical facilities improvement.		1	2	3	4	5
1	2	3	4	5	150.	Periodically evaluates the condition of the physical facilities together with custodial staff.		1	2	3	4	5
1	2	3	4	5	151.	Prioritizes maintenance needs.		1	2	3	4	5
1	2	3	4	5	152.	Selects maintenance problems to be reported to the central office.		1	2	3	4	5
1	2	3	4	5	153.	Files maintenance requisitions with superintendent.		1	2	3	4	5
1	2	3	4	5	154.	Discusses maintenance problems with superintendent.		1	2	3	4	5
1	2	3	4	5	155.	Reviews prospective employee applications in central office files.		1	2	3	4	5
1	2	3	4	5	156.	Selects most qualified personnel from available applicants.		1	2	3	4	5
1	2	3	4	5	157.	Interviews prospective employees.		1	2	3	4	5
1	2	3	4	5	158.	Develops personnel selection priorities using system guidelines and school needs.		1	2	3	4	5
1	2	3	4	5	159.	Selects employees by matching applicant qualifications to job descriptions.		1	2	3	4	5
1	2	3	4	5	160.	Informs central office of employee selection decisions.		1	2	3	4	5
1	2	3	4	5	161.	Requests central office to schedule appointments for tentatively selected employees.		1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	162.	Matches qualifications of employees with job requirements.	1	2	3	4	5
1	2	3	4	5	163.	Reports recommendations regarding prospective employees to superintendent in writing.	1	2	3	4	5
1	2	3	4	5	164.	Schedules interviews with prospective employees.	1	2	3	4	5
1	2	3	4	5	165.	Discusses recommendations regarding prospective employees with superintendent.	1	2	3	4	5
1	2	3	4	5	166.	Determines qualifications needed by prospective employees for a particular position.	1	2	3	4	5
1	2	3	4	5	167.	Prioritizes school staffing needs.	1	2	3	4	5
1	2	3	4	5	168.	Evaluates attainment of in-service training objectives.	1	2	3	4	5
1	2	3	4	5	169.	Conducts needs assessment of professional educational staff.	1	2	3	4	5
1	2	3	4	5	170.	Communicates results of staff evaluation to staff members.	1	2	3	4	5
1	2	3	4	5	171.	Assigns available specialists to work with staff at in-service training sessions.	1	2	3	4	5
1	2	3	4	5	172.	Determines which system-wide educational goals are most relevant for his particular school.	1	2	3	4	5
1	2	3	4	5	173.	Evaluates compatibility of system-wide goals with the school's goals.	1	2	3	4	5
1	2	3	4	5	174.	Collects suggestions from staff for designing system-wide goals.	1	2	3	4	5

FREQUENCY (NEVER → VERY OFTEN)						EFFECTIVENESS (INEFFECTIVE → VERY EFFECTIVE)				
1	2	3	4	5	175. Maintains "open door" policy concerning student interaction.	1	2	3	4	5
1	2	3	4	5	176. Assesses degree to which students feel comfortable in informal interaction with principal.	1	2	3	4	5
1	2	3	4	5	177. Visits students during recess, free periods, lunch, etc.	1	2	3	4	5
1	2	3	4	5	178. Selects appropriate methods to encourage informal principal-pupil interaction.	1	2	3	4	5
1	2	3	4	5	179. Discusses problems in evaluating classroom instructional climate with teachers.	1	2	3	4	5
1	2	3	4	5	180. Evaluates instructional climate by observing in the classroom.	1	2	3	4	5
1	2	3	4	5	181. Plans with system-wide curriculum director in-service program for teachers on methods useful in implementing system goals.	1	2	3	4	5
1	2	3	4	5	182. Discusses system goals with staff.	1	2	3	4	5
1	2	3	4	5	183. Periodically evaluates organization of school staff relative to the implementation of system-wide goals.	1	2	3	4	5
1	2	3	4	6	184. Discusses results of school testing program with teachers.	1	2	3	4	5
1	2	3	4	5	185. Selects most appropriate methods for disseminating occupational/educational information.	1	2	3	4	5
1	2	3	4	5	186. Discusses board of education recommendations with staff.	1	2	3	4	5
1	2	3	4	5	187. Designs curriculum objectives incorporating board of education recommendations.	1	2	3	4	5

FREQUENCY (NEVER … VERY OFTEN)						EFFECTIVENESS (INEFFECTIVE … VERY EFFECTIVE)					
1	2	3	4	5	188.	Collects suggestions from staff as to the most effective methods for implementing board of education recommendations.	1	2	3	4	5
1	2	3	4	5	189.	Assesses current school program in light of board of education recommendations.	1	2	3	4	5
1	2	3	4	5	190.	Chooses appropriate methods for informing teachers of student rights and responsibilities.	1	2	3	4	5
1	2	3	4	5	191.	Provides each teacher with a copy of system-wide and school policy handbooks.	1	2	3	4	5
1	2	3	4	5	192.	Selects an accounting system consistent with State Department of Education requirements.	1	2	3	4	5
1	2	3	4	5	193.	Evaluates budgetary requirements relative to school needs.	1	2	3	4	5
1	2	3	4	5	194.	Plans system for collecting and recording financial data used to develop budget.	1	2	3	4	5
1	2	3	4	5	195.	Determines allocation of funds based on school program area needs.	1	2	3	4	5
1	2	3	4	5	196.	Plans individual teacher conferences to discuss their instructional effectiveness.	1	2	3	4	5
1	2	3	4	5	197.	Periodically observes teacher-student classroom interaction.	1	2	3	4	5
1	2	3	4	5	198.	Selects most appropriate procedures for assessing teaching method effectiveness.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	199.	Discusses the services provided by subject matter specialists with teachers.	1	2	3	4	5
1	2	3	4	5	200.	Arranges for classroom visitations by subject matter specialists to observe classroom practices and make recommendations to teachers.	1	2	3	4	5
1	2	3	4	5	201.	Plans in-service meetings for teachers to familia.'ze them with services offered by subject matter specialists employed by the school system.	1	2	3	4	5
1	2	3	4	5	202.	Evaluates existing program goals to determine if they are compatible with system goals.	1	2	3	4	5
1	2	3	4	5	203.	Appoints subject matter area committee to formulate goals and objectives consistent with school district goals.	1	2	3	4	5
1	2	3	4	5	204.	Determines school programs needing modification in order to be compatible with system-wide goals.	1	2	3	4	5
1	2	3	4	5	205.	Discusses system-wide goals with staff.	1	2	3	4	5
1	2	3	4	5	206.	Obtains copy of system-wide goals from central office.	1	2	3	4	5
1	2	3	4	5	207.	Maintains up-to-date file of purchase invoices.	1	2	3	4	5
1	2	3	4	5	208.	Matches allocation of school funds to needs assessment data.	1	2	3	4	5
1	2	3	4	5	209.	Evaluates accuracy of financial records.	1	2	3	4	5
1	2	3	4	5	210.	Plans school budgets according to legal requirements.	1	2	3	4	5
1	2	3	4	5	211.	Requests financial audits as required by law.	1	2	3	4	5

FREQUENCY (NEVER … VERY OFTEN)						EFFECTIVENESS (INEFFECTIVE … VERY EFFECTIVE)					
1	2	3	4	5	212. Obtains written receipts for all school funds received and dispensed.	1	2	3	4	5	
1	2	3	4	5	213. Discusses legal requirements affecting budget expenditures with staff.	1	2	3	4	5	
1	2	3	4	5	214. Maintains complete and accurate records of appropriated funds and expenditures.	1	2	3	4	5	
1	2	3	4	5	215. Assesses extent to which master schedules reflect the optimal use of staff resources.	1	2	3	4	5	
1	2	3	4	5	216. Collects data on staff and curriculum organization needs.	1	2	3	4	5	
1	2	3	4	5	217. Requests recommendations from departments concerning the master schedule.	1	2	3	4	5	
1	2	3	4	5	218. Designs curriculum organization for the optimal utilization of staff.	1	2	3	4	5	
1	2	3	4	5	219. Discusses with teachers characteristics of environment conducive to learning.	1	2	3	4	5	
1	2	3	4	5	220. Visits classrooms to observe classroom learning environments.	1	2	3	4	5	
1	2	3	4	5	221. Judges which teachers need help in designing better classroom environments.	1	2	3	4	5	
1	2	3	4	5	222. Provides leadership staff with a written description of their responsibilities and duties.	1	2	3	4	5	
1	2	3	4	5	223. Designs a communication system for clarifying staff responsibilities.	1	2	3	4	5	
1	2	3	4	5	224. Matches staff qualifications with decision-making responsibilities.	1	2	3	4	5	

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	225.	Decides which staff decision-making responsibilities need clarification.	1	2	3	4	5
1	2	3	4	5	226.	Discusses job responsibilities with staff.	1	2	3	4	5
1	2	3	4	5	227.	Maintains safe, secure, and confidential records of test data.	1	2	3	4	5
1	2	3	4	5	228.	Requests teachers to identify students in need of special diagnostic testing.	1	2	3	4	5
1	2	3	4	5	229.	Discusses test results with teachers.	1	2	3	4	5
1	2	3	4	5	230.	Evaluates degree to which currently used tests are measuring school objectives.	1	2	3	4	5
1	2	3	4	5	231.	Collects information about school plant needs from custodial staff.	1	2	3	4	5
1	2	3	4	5	232.	Regularly reports on maintenance problems and solutions to central office.	1	2	3	4	5
1	2	3	4	5	233.	Prioritizes school plant needs in accordance with budget guidelines.	1	2	3	4	5
1	2	3	4	5	234.	Develops systematic procedure for reporting school maintenance problems.	1	2	3	4	5
1	2	3	4	5	235.	Regularly discusses plant maintenance problems with custodial staff.	1	2	3	4	5
1	2	3	4	5	236.	Requests appropriate authorities to conduct a periodic fire inspection.	1	2	3	4	5
1	2	3	4	5	237.	Regularly makes informal inspections of buildings and grounds.	1	2	3	4	5
1	2	3	4	5	238.	Maintains permanent record of daily student attendance.	1	2	3	4	5

FREQUENCY (NEVER → VERY OFTEN)						EFFECTIVENESS (INEFFECTIVE → VERY EFFECTIVE)				
1	2	3	4	5	239. Evaluates attendance trends in school using student accounting data.	1	2	3	4	5
1	2	3	4	5	240. Plans a system of student accounting and attendance.	1	2	3	4	5
1	2	3	4	5	241. Collects information on new students, withdrawals, individual student days absent, individual days present, and average daily attendance.	1	2	3	4	5
1	2	3	4	5	242. Maintains daily, weekly, and monthly records of tardy students.	1	2	3	4	5
1	2	3	4	5	243. Reports chronic absentees to visiting teacher.	1	2	3	4	5
1	2	3	4	5	244. Communicates monthly attendance report to central office.	1	2	3	4	5
1	2	3	4	5	245. Decides on staff responsibilities for maintaining student accounting and attendance records.	1	2	3	4	5
1	2	3	4	5	246. Maintains attendance records according to state guidelines.	1	2	3	4	5
1	2	3	4	5	247. Provides central office with justification for school improvement recommendations.	1	2	3	4	5
1	2	3	4	5	248. Prioritizes needed facility improvements.	1	2	3	4	5
1	2	3	4	5	249. Collects information from maintenance personnel concerning condition of physical facilities.	1	2	3	4	5
1	2	3	4	5	250. Evaluates data in end-of-year inventory of school plant conditions in order to make recommendations for improvement.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	251.	Assesses strengths and weaknesses of various evaluation techinques, procedures, and instruments currently being used in school.	1	2	3	4	5
1	2	3	4	5	252.	Selects appropriate procedures for informing staff, parents, and students of evaluation policies.	1	2	3	4	5
1	2	3	4	5	253.	Plans in-service training to help teachers develop skills necessary for solving instructional problems.	1	2	3	4	5
1	2	3	4	5	254.	Observes teachers in classrooms in order to identify insturctional problem solving skills needing improvement.	1	2	3	4	5
1	2	3	4	5	255.	Periodically discusses classroom goals with teachers.	1	2	3	4	5
1	2	3	4	5	256.	Assesses staffs' understanding of system policies and priorities.	1	2	3	4	5
1	2	3	4	5	257.	Discusses system policies and decisions with individual staff members.	1	2	3	4	5
1	2	3	4	5	258.	Discusses system policies and priorities with staff.	1	2	3	4	5
1	2	3	4	5	259.	Obtains information regarding current system priorities and policies.	1	2	3	4	5
1	2	3	4	5	260.	Encourages teachers to work together in modifying curriculum.	1	2	3	4	5
1	2	3	4	5	261.	Schedules released time for teachers to plan for and revise courses during regular school day.	1	2	3	4	5
1	2	3	4	5	262.	Organizes faculty committees to evaluate curriculum content.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	263.	Determines curriculum areas needing modification.	1	2	3	4	5
1	2	3	4	5	264.	Schedules staff meetings to discuss curriculum content areas where modification is needed.	1	2	3	4	5
1	2	3	4	5	265.	Assesses extent to which curriculum content is perceived as being relevant by students, teachers, and business and community members.	1	2	3	4	5
1	2	3	4	5	266.	Appoints faculty committee to review curriculum content and organization and recommends needed changes.	1	2	3	4	5
1	2	3	4	5	267.	Discusses with teachers which procedures for evaluating both short and long range instructional objectives are to be employed.	1	2	3	4	5
1	2	3	4	5	268.	Maintains a system for continuous recording of achievement test data, grades, and other evaluative information.	1	2	3	4	5
1	2	3	4	5	269.	Plans a system for evaluating student progress toward instructional objectives.	1	2	3	4	5
1	2	3	4	5	270.	Periodically evaluates student achievement using standardized tests.	1	2	3	4	5
1	2	3	4	5	271.	Decides what methods are to be used in evaluating progress toward instructional objectives.	1	2	3	4	5
1	2	3	4	5	272.	Plans system for assessing special needs of school children.	1	2	3	4	5
1	2	3	4	5	273.	Discusses results of classroom observations with individual teachers.	1	2	3	4	5
1	2	3	4	5	274.	Discusses with teachers information to be entered in permanent records.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	275.	Collects information from teachers on whether they can correctly interpret data in student cumulative records.	1	2	3	4	5
1	2	3	4	5	276.	Distributes permanent folders to teachers at beginning of year.	1	2	3	4	5
1	2	3	4	5	277.	Discusses with teachers the necessity of being "objective" in using permanent records.	1	2	3	4	5
1	2	3	4	5	278.	Discusses with teachers the importance of "confidentiality" of records.	1	2	3	4	5
1	2	3	4	5	279.	Discusses with teachers policies for keeping permanent records.	1	2	3	4	5
1	2	3	4	5	280.	Meets with teachers periodically to discuss individual children.	1	2	3	4	5
1	2	3	4	5	281.	Discusses with teachers the importance of keeping records up to date and complete.	1	2	3	4	5
1	2	3	4	5	282.	Makes records available to teachers at all times.	1	2	3	4	5
1	2	3	4	5	283.	Distributes policy statement to teachers about the keeping of permanent records.	1	2	3	4	5
1	2	3	4	5	284.	Discusses with teachers information to be included in student cumulative records.	1	2	3	4	5
1	2	3	4	5	285.	Maintains a secure place for storage of cumulative records.	1	2	3	4	5
1	2	3	4	5	286.	Decides appropriate information to be included in student cumulative records.	1	2	3	4	5
1	2	3	4	5	287.	Obtains student folder for each student from former school.	1	2	3	4	5

FREQUENCY (NEVER … VERY OFTEN)		EFFECTIVENESS (INEFFECTIVE … VERY EFFECTIVE)	
1 2 3 4 5	288. Devises guidelines for the inclusion of information in cumulative records.	1 2 3 4 5	
1 2 3 4 5	289. Evaluates student cumulative records periodically to determine accuracy and completeness.	1 2 3 4 5	
1 2 3 4 5	290. Delegates authority for obtaining new student records to appropriate staff member.	1 2 3 4 5	
1 2 3 4 5	291. Discusses with teachers school policies related to the maintenance of student cumulative records.	1 2 3 4 5	
1 2 3 4 5	292. Discusses curriculum content and organization with staff.	1 2 3 4 5	
1 2 3 4 5	293. Maintains written evaluations of all personnel.	1 2 3 4 5	
1 2 3 4 5	294. Discusses evaluations with individual staff members.	1 2 3 4 5	
1 2 3 4 5	295. Periodically assesses the accuracy of data being gathered to be used in staff tenure/dismissal decisions.	1 2 3 4 5	
1 2 3 4 5	296. Designs procedures for evaluating staff members.	1 2 3 4 5	
1 2 3 4 5	297. Provides superintendent with written recommendations regarding tenure/dismissal together with supportive documentation.	1 2 3 4 5	
1 2 3 4 5	298. Selects appropriate methods for evaluating staff members.	1 2 3 4 5	
1 2 3 4 5	299. Maintains records of individual staff evaluation conferences.	1 2 3 4 5	
1 2 3 4 5	300. Periodically evaluates methods being used to gather data to make staff tenure/dismissal decisions.	1 2 3 4 5	

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				INEFFECTIVE
1	2	3	4	5	301.	Selects most appropriate staff person to have authority for maintaining financial records.	1	2	3	4	5
1	2	3	4	5	302.	Maintains daily financial records.	1	2	3	4	5
1	2	3	4	5	303.	Maintains hot lunch program data.	1	2	3	4	5
1	2	3	4	5	304.	Informs staff of their record-keeping responsibilities with regard to governmental financial reports.	1	2	3	4	5
1	2	3	4	5	305.	Collects financial information daily.	1	2	3	4	5
1	2	3	4	5	306.	Requests annual audit of school's financial records.	1	2	3	4	5
1	2	3	4	5	307.	Periodically assesses accuracy of financial records maintained for use in governmental reports.	1	2	3	4	5
1	2	3	4	5	308.	Maintains up-to-date financial data file for all governmental reports.	1	2	3	4	5
1	2	3	4	5	309.	Maintains record of average daily attendance.	1	2	3	4	5
1	2	3	4	5	310.	Plans system for collecting required governmental financial data.	1	2	3	4	5
1	2	3	4	5	311.	Determines which educational programs need revision based on parent, teacher, and student input.	1	2	3	4	5
1	2	3	4	5	312.	Discusses educational program changes with parents.	1	2	3	4	5
1	2	3	4	5	313.	Plans new educational programs with central office personnel.	1	2	3	4	5
1	2	3	4	5	314.	Discusses educational program changes with teachers.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	315.	Reviews student test data to determine need for new curricula.	1	2	3	4	5
1	2	3	4	5	316.	Reviews community background, present programs, and current course offerings to determine need for new curricula.	1	2	3	4	5
1	2	3	4	5	317.	Discusses student interests with teachers.	1	2	3	4	5
1	2	3	4	5	318.	Attends scheduled inter- and intra-school activities.	1	2	3	4	5
1	2	3	4	5	319.	Attends PTO-PTA meetings.	1	2	3	4	5
1	2	3	4	5	320.	Provides supervisory assistance for school activities.	1	2	3	4	5
1	2	3	4	5	321.	Organizes programs to involve parents in school activities..	1	2	3	4	5
1	2	3	4	5	322.	Selects methods most likely to increase student attendance.	1	2	3	4	5
1	2	3	4	5	323.	Discusses importance of regular attendance with students, teachers, and parents.	1	2	3	4	5
1	2	3	4	5	324.	Checks student attendance data each day.	1	2	3	4	5
1	2	3	4	5	325.	Discusses responsibility for collecting student information with staff.	1	2	3	4	5
1	2	3	4	5	326.	Collects student data requested by pupil personnel staff.	1	2	3	4	5
1	2	3	4	5	327.	Evaluates appropriateness of student cumulative record information based on needs of pupil personnel staff.	1	2	3	4	5
1	2	3	4	5	328.	Fills out census cards according to federal and state guidelines.	1	2	3	4	5
1	2	3	4	5	329.	Determines guidelines for inclusion of information in student records using established system politics.	1	2	3	4	5
1	2	3	4	5	330.	Discusses importance of confidentiality of student records with staff.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	331.	Discusses information to be entered on student records with staff.	1	2	3	4	5
1	2	3	4	5	332.	Devises a policy concerning access to student information.	1	2	3	4	5
1	2	3	4	5	333.	Designs an easily assessible student information system.	1	2	3	4	5
1	2	3	4	5	334.	Maintains a cumulative folder for each student.	1	2	3	4	5
1	2	3	4	5	335.	Discusses student information priorities with staff.	1	2	3	4	5
1	2	3	4	5	336.	Identifies and defines school problems by meeting with staff.	1	2	3	4	5
1	2	3	4	5	337.	Determines which school problems are related to long range system plans.	1	2	3	4	5
1	2	3	4	5	338.	Conducts a needs assessment to identify existing school problems.	1	2	3	4	5

APPENDIX F

The Principal Performance Description Survey - Central Office Form

(Frequency and Effectiveness Scales)

Principal _____

School _____

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY - CENTRAL OFFICE FORM

A list of principal tasks is given below. Two scales are presented for you to use in making judgments about the frequency and effectiveness of this principal's performance of each task. For the principal identified at the top of the page, please read each statement and circle the appropriate number on the scale provided.

The effectiveness scale is to be used only if the frequency rating for a statement is greater than "1". For example, if you circle a "1" on the frequency scale corresponding to NEVER, leave the effectiveness scale blank and proceed to the next statement.

If you judge a task irrelevant for your principal, make no ratings on either scale for that task. Please rate each statement independently; e.g., think about this principal's functioning on each individual item. Thank you for your cooperation!

FREQUENCY						EFFECTIVENESS				
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	1. Selects most qualified personnel from available applicants	1	2	3	4	5
1	2	3	4	5	2. Selects employees by matching applicant qualifications to job descriptions.	1	2	3	4	5
1	2	3	4	5	3. Informs central office of employee selection decisions.	1	2	3	4	5
1	2	3	4	5	4. Reviews prospective employee applications in central office files.	1	2	3	4	5
1	2	3	4	5	5. Requests central office to schedule appointments for tentatively selected employees.	1	2	3	4	5
1	2	3	4	5	6. Seeks clarification from central office concerning salary schedules.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE	
1	2	3	4	5	7. Reports chronic absentees to visiting teacher.	1	2	3	4	5	
1	2	3	4	5	8. Communicates monthly attendance report to central office.	1	2	3	4	5	
1	2	3	4	5	9. Fills out census cards according to federal and state guidelines.	1	2	3	4	5	
1	2	3	4	5	10. Requests annual audit of school's financial records.	1	2	3	4	5	
1	2	3	4	5	11. Obtains clarification of legal mandates from central office.	1	2	3	4	5	
1	2	3	4	5	12. Designs internal bookkeeping system with appropriate personnel.	1	2	3	4	5	
1	2	3	4	5	13. Regularly reports on maintenance problems and solutions to central office.	1	2	3	4	5	
1	2	3	4	5	14. Confers with superintendent about current and projected staffing needs.	1	2	3	4	5	
1	2	3	4	5	15. Submits written report of staffing needs to superintendent together with supporting documentation.	1	2	3	4	5	
1	2	3	4	5	16. Provides central office with justification for school improvement recommendations.	1	2	3	4	5	
1	2	3	4	5	17. Informs in writing central office of instructional materials and equipment needs.	1	2	3	4	5	
1	2	3	4	5	18. Follows requisitioning procedures specified by central office.	1	2	3	4	5	
1	2	3	4	5	19. Requires annual financial audit of school records.	1	2	3	4	5	

FREQUENCY						EFFECTIVENESS					
NEVER					VERY OFTEN						VERY EFFECTIVE
1	2	3	4	5	20. Collects fiscal information required by superintendent.	1	2	3	4	5	
1	2	3	4	5	21. Reports required fiscal audit information to superintendent.	1	2	3	4	5	
1	2	3	4	5	22. Submits quarterly financial reports to central office.	1	2	3	4	5	
1	2	3	4	5	23. Collects information on budgetary guidelines from central office.	1	2	3	4	5	
1	2	3	4	5	24. Plans school budgets according to legal requirements.	1	2	3	4	5	
1	2	3	4	5	25. Implements purchase requests within limits imposed by line-item in authorized budget.	1	2	3	4	5	
1	2	3	4	5	26. Maintains up-to-date and accurate accounting records.	1	2	3	4	5	
1	2	3	4	5	27. Provides superintendent with written recommendations regarding tenure/ dismissal together with supportive documentation.	1	2	3	4	5	
1	2	3	4	5	28. Plans along with system-wide curriculum director in-service program for teachers on methods useful in implementing system goals.	1	2	3	4	5	
1	2	3	4	5	29. Discusses maintenance problems with superintendent.	1	2	3	4	5	
1	2	3	4	5	30. Requests superintendent to visit school to inspect physical facilities.	1	2	3	4	5	
1	2	3	4	5	31. Files maintenance requisitions with superintendent.	1	2	3	4	5	

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE	
1	2	3	4	5	32. Reports recommendations regarding prospective employees to superintendent in writing.	1	2	3	4	5	
1	2	3	4	5	33. Discusses recommendations regarding prospective employees with superintendent.	1	2	3	4	5	

APPENDIX G

The Principal Effectiveness Rating Scale

Form for Superintendents

FOR THE SUPERINTENDENT:

We would greatly appreciate your cooperation in assessing the functioning of _____, Principal in a variety of areas of responsibility. Please be assured that at no time will these ratings be seen by anyone other than the research staff of Project R.O.M.E.

These areas of responsibility are given below together with some of the functions included in each area.

Curriculum and Instruction - Curriculum designs, instructional objectives, instructional materials, instructional evaluation methods, testing programs.

Staff Personnel - Organizational responsibility, teacher evaluation, teacher use of media, staff involvement in school policy decision-making, staff development.

Student Personnel - Pupil personnel services, student activity programs, student attendance, student consultive records, student orientation, student discipline.

Support Management - School plant facilities, legal mardates.

School-Community Interface - Parents and local community.

Fiscal Management - Required government reports, financial resources and staffing needs, instructional materials and equipment, budgets, fiscal audits.

System-Wide Policies and Operations - Staff dismissal and tenure, compatibility of schools goals and objectives with state system, and board of education.

While the principals in your system may not have major responsibilities in all of the above areas, to the extent that they do have some responsibility in each of the areas you can value valid judgments on each of the items below.

In comparison to an optimally functional principal, how would you rate this particular principal on each statement below? Check the one category next to each area of responsibility you think most closely describes this principal.

Please rate each statement independently using the model of an ideal principal as your referent point.

A. How effectively does this principal COLLECT DATA (e.g., conduct needs assessments; gather input from staff, students, parents, and central office; identify resources, etc.) compared to the optimally functional principal in each of the following functional areas?

	Extremely Effective	Very Effective	Effective	Ineffective	Very Ineffective	Extremely Ineffective
1. Curriculum and Instruction						
2. Staff Personnel						
3. Student Personnel						
4. Support Management						
5. School-Community Interface						
6. Fiscal Management						
7. System-Wide Policies and Operations						

B. How effectively does this principal PLAN (e.g., organize inservice programs; design testing programs; schedule conferences and meetings; design curriculum and individualized programs; develop personnel selection priorities; etc.) in each of the following areas?

	Extremely Effective	Very Effective	Effective	Ineffective	Very Ineffective	Extremely Ineffective
8. Curriculum and Instruction						
9. Staff Personnel						
10. Student Personnel						
11. Support Management						
12. School-Community Interface						
13. Fiscal Management						
14. System-Wide Policies and Operations						

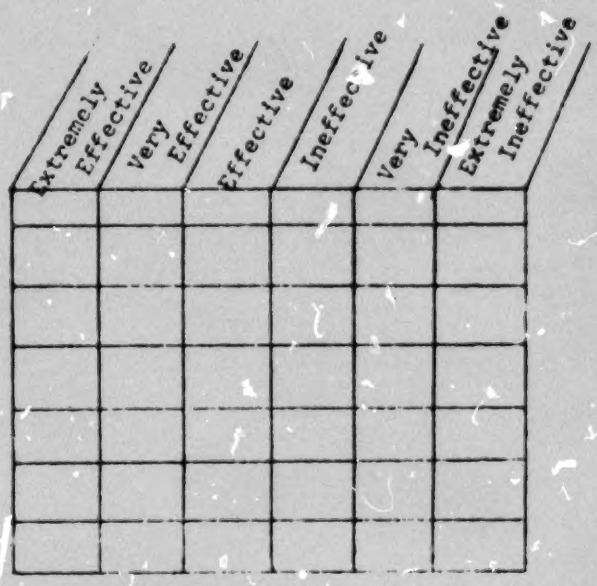
C. How effectively does this principal COMMUNICATE (e.g., discuss problems, plans pertinent information with staff, students, parents, and central office) in the following areas?

	Extremely Effective	Very Effective	Effective	Ineffective	Very Ineffective	Extremely Ineffective
15. Curriculum and Instruction						
16. Staff Development						
17. Student Personnel						
18. Support Management						
19. School-Community Interface						
20. Fiscal Management						
21. System-Wide Policies and Operations						

D. How effectively does this principal MAKE DECISIONS (e.g., assign responsibility to staff; select appropriate evaluation methods; select best methods for communication; determine allocation of resources; etc.) in each of the following areas?

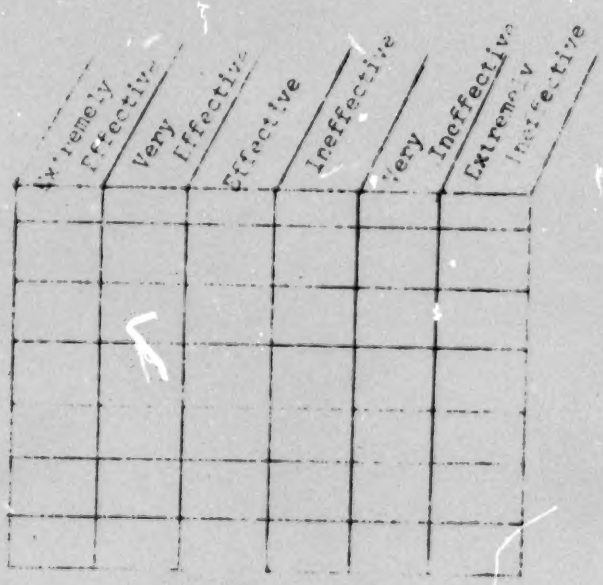
	Extremely Effective	Very Effective	Effective	Ineffective	Very Ineffective	Extremely Ineffective
22. Curriculum and Instruction						
23. Staff Personnel						
24. Student Personnel						
25. Support Management						
26. School-Community Interface						
27. Fiscal Management						
28. System-Wide Policies and Operations						

E. How effectively does this principal IMPLEMENT (e.g., carry out decisions; make appropriate appointments; put plans into action; etc.) in each of the following areas?



29. Curriculum and Instruction
30. Staff Personnel
31. Student Personnel
32. Support Management
33. School-Community Interface
34. Fiscal Management
35. System-Wide Policies and Operations

F. How effectively does this principal EVALUATE (e.g., assesses effectiveness and impace to programs, policies, decisions made, etc.) in each of the following areas?



36. Curriculum and Instruction
37. Staff Personnel
38. Student Personnel
39. Support Management
40. School-Community Interface
41. Fiscal Management
42. System-Wide Policies and Operations

G. On a scale from 1 to 11, how would you evaluate the over-all performance of this principal compared to an IDEAL principal?

(Circle Appropriate Number)

1	2	3	4	5	6	7	8	9	10	11
Extremely Ineffective										Extremely Effective